

# INDIANA UNIVERSITY OF PENNSYLVANIA

*Our Homage and Our Love*

Ron Juliette  
and  
Dale E. Landon





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*In this volume commemorating  
Indiana University of Pennsylvania's  
silver anniversary as a university  
is recorded much of the  
rich heritage bequeathed to  
the Commonwealth of Pennsylvania  
and the many generations  
of IUP graduates and friends who  
live all over the world.*

*National Bank of the Commonwealth  
and Indiana University of Pennsylvania  
have joined hands in support of this legacy—*

***Indiana University of Pennsylvania:  
Our Homage and Our Love.***

*National Bank of the Commonwealth  
is proud to have lent strength and support  
to the underwriting of this book.*





*These cheerleaders, circa 1915, fired the collegiate spirit with such cheers as "Hickety, Spickety, Rickety, Roar."*

# INDIANA UNIVERSITY OF PENNSYLVANIA

*O u r H o m a g e a n d O u r L o v e*

*Ron Juliette  
and  
Dale E. Landon*



THE  
DONNING COMPANY  
PUBLISHERS



# D E D I C A T I O N

by Ron Juliette

I lovingly dedicate this book to my mother, Anne Dorazio Juliette, who taught me to love books; to my father, Joseph, who taught me to set my sights high; and to my wife, Joan, and my children, Tony and Kate, without whose support and encouragement this book would not have been possible.

# D E D I C A T I O N

by Dale E. Landon

This book is dedicated, with love, to those who made this effort possible: my wife, Evelyn, and my sons, Kent W. and Dain C, who have given me their time and love which enabled me to follow an obsession; and my mother, LaReda J. Miller Landon, and my father, Louis, whose efforts allowed a first-generation college student to follow his dream.

Unless otherwise credited, all photographs in this book are from the archives of the Special Collections Library at Stapleton Library, IUP, from the collections of the Indiana County Historical and Genealogical Society, and from the files of the IUP Office of Publications.

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# C O N T E N T S

FOREWORD <i>by John D. Welty, IUP President</i>	7
ACKNOWLEDGMENTS	9
<i>Introduction:</i> TWO BEGINNINGS	11
<i>Chapter 1</i> INDIANA STATE NORMAL SCHOOL: <i>The Fledgling Institution, 1875–1906</i>	19
<i>Feature:</i> JANE E. LEONARD	35
<i>Chapter 2</i> INDIANA STATE NORMAL SCHOOL: <i>The Foundations Established, 1906–1927</i>	43
<i>Feature:</i> JOHN SUTTON HALL: <i>A Victorian Centerpiece</i>	63
<i>Chapter 3</i> INDIANA STATE TEACHERS COLLEGE: <i>The Collegiate Era, 1927–1948</i>	85
<i>Feature:</i> THE THRILL OF COMPETITION	103
<i>Chapter 4</i> ISTC-ISC-IUP: <i>The Transition Years, 1948–1965</i>	119
<i>Feature:</i> WILLIS E. PRATT	137
<i>Chapter 5</i> INDIANA UNIVERSITY OF PENNSYLVANIA: <i>The University Years, 1965–1990</i>	145
<i>Feature:</i> THE CHANGING SCENE	169
BIBLIOGRAPHY	187
INDEX	188
ABOUT THE AUTHORS	192



*John D. Welty  
President  
Indiana University of Pennsylvania*



# F O R E W O R D

## *Indiana University of Pennsylvania Our Homage and Our Love*

Institutions are entities created and developed to achieve specific objectives. This book chronicles the development of a very special institution, an institution which over the years has changed as times and needs have changed, from Indiana Normal School to Indiana State Teachers College to Indiana State College and finally to Indiana University of Pennsylvania. On the occasion of the twenty-fifth anniversary of our becoming the first state-owned university in the commonwealth, Professors Dale Landon and Ronald Juliette have prepared a pictorial history of the institution with a special focus on the past quarter-century.

Beyond the achievements and accomplishments portrayed in this volume, it is important to remember that this institution has provided unique opportunities to the citizens of the Commonwealth of Pennsylvania and, in particular, to those of western Pennsylvania. For more than a century, children of parents who never had a chance to go to college have been able to pursue a higher education here. Frequently, alumni report that had they not had the opportunity to attend college in Indiana, they would not have been able to go to college. IUP has opened doors for thousands of people to pursue a better quality of life, and that makes it special.

The legacy of the institution is to continue to serve those who can benefit from higher education. At the same time, IUP will continue to serve the Commonwealth of Pennsylvania by providing well-prepared alumni for future needs and careers and by carrying out applied research and public service projects.

A review of the history of IUP over the past

115 years reveals a consistently strong commitment to high standards and academic excellence. This commitment of faculty and administrators has enabled IUP to become the fifth largest university in Pennsylvania and the largest in the State System of Higher Education. It is clear that without that commitment, the institution's reputation for quality would not have evolved to the point that now allows it to occupy a major leadership role in Pennsylvania higher education and in the nation. Consistently, IUP is identified among the top 10 percent of public institutions by those who measure quality in higher education. This position has been attained by the hard work, sacrifice, and dedication of thousands of faculty members and administrators throughout the institution's history.

Indeed, IUP's heroes are far too numerous to mention. But it is clear that the university has benefited from many individuals who were willing to dream the impossible in an effort to make IUP a better place. Certainly, the devotion that Jane Leonard gave to students set an example that has made caring and concern a tradition at IUP. The courage of Principal James E. Ament in the early 1900s when other normal schools wished to remain unchanged and to serve only teachers allowed Indiana Normal's curriculum to expand, thus laying the groundwork for the institution to offer many additional programs in the ensuing years. Dr. John A. H. Keith's leadership in the 1920s, when Indiana Normal School became Indiana State Teachers College, reflects another far-reaching view that allowed the institution to grow.

And, finally, the "Father of IUP," Dr. Willis E. Pratt, joined the institution just after World War II and used the period of unparalleled growth in higher education to lead the transformation to Indiana State College in 1959 and finally to Indiana University of Pennsylvania in 1965. Dr. Pratt had a dream for this institution, and he devoted his life to preparing IUP to become one of the top universities in Pennsylvania. Indeed, as IUP celebrates the twenty-fifth anniversary of attaining university status, special tribute must be accorded this man and the people with whom he worked for transforming this institution from a small teachers college to a large multipurpose university.

The growth over the past twenty-five years, initiated by Dr. Pratt, has been unparalleled. In September 1965, undergraduate student enrollment numbered 5,120 with another 1,000 students in part-time or graduate programs. Today's enrollment exceeds 13,900. Faculty members in 1965 numbered 301, in contrast to today's count of 645. The campus in '65 consisted of thirty-seven buildings on 40 acres, as opposed to today's count of seventy-two buildings on 204 acres. Whereas ISC was authorized to grant a B.A., B.S., and B.S. of Education in 46 fields and an M.Ed. in 15 fields, IUP today grants bachelor degrees in 105 programs, masters' degrees in 41 programs, and doctoral degrees in 6 programs.

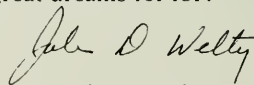
The fact that throughout its history this institution has had to struggle financially makes its progress all the more remarkable. There has been virtually no time in which resources were sufficient to do the job the institution was capable of doing. On the contrary, there were periods when the financial difficulties were so great (such as during the early Depression years) that the institution was on the brink of collapse. Yet, the commitment of many people, and the value woven into the fabric of the institution to do one's very best despite limited resources, allowed the institution to continue. Thanks to capable leadership at critical times, especially when resources were tight, the institution not only remained stable but continued its

march toward a brighter future.

Despite good leadership, the growth in size and quality at IUP would not have been possible without the dedication to teaching consistently demonstrated by the faculty. There are hundreds of stories about faculty members who spent hours working with individual students and who met with groups of students outside the classroom in an effort to challenge them to do their very best. While some of these outstanding faculty members are mentioned in this history, it is, unfortunately, not possible to recount all the examples of faculty sacrifice and dedication. Nonetheless, we need to recognize that this institution has had a long history of high-quality teaching. It is the commitment and dedication of our faculty upon which IUP will build its future as the institution continues to move into other areas. The university's reputation for excellence rests on caring in the classroom and to promoting the best teaching/learning techniques. It is the legacy of faculty commitment at IUP that we will strive to emulate in the future.

Pictures throughout this book portray carefully tended buildings and beautiful grounds. IUP has been fortunate to have a dedicated staff, determined to maintain the tradition of a well-kept campus even during periods of tight resources. The restorations of John Sutton Hall and Breezedale, carried out by university employees, attest to skillful craftsmanship and attention to detail.

There is much to be proud of in the 115-year history of IUP on the occasion of the twenty-fifth anniversary of university status. We are grateful for this illustrated chronicle of the university's rise to a special place of distinction in Pennsylvania higher education. The dedication to high standards, academic excellence, and outstanding teaching and learning as reflected in this volume constitutes a worthy legacy and challenges all of us to continue to dream great dreams for IUP.



John D. Welty

## ACKNOWLEDGEMENTS

by Ronald A. Juliette

The idea for this book came about during the summer of 1987 while I was visiting Monica Leedy who was completing an undergraduate internship with the Virginia Beach Chamber of Commerce. As a major part of that experience, Monica researched a pictorial history of the Virginia Beach region. Having discovered numerous photographs of life on the Indiana campus during a previous research project, I felt strongly that a similar book would make an excellent contribution at IUP. All that I needed was someone who knew the history of the institution.

Coincidentally, on my return to campus in late summer, I received a phone call from Professor Dale Landon of the History Department inquiring of my interest in collaborating on a picture history of IUP. Dale's knowledge of campus history and my interest in photography seemed to be the perfect match for a project like this. When Monica Leedy returned to IUP, she did much of the preliminary study to determine the feasibility of undertaking such a project at IUP. The book became reality when Dr. Peter Smits, Vice President of Institutional Advancement, endorsed the idea and acquired the funding to make it possible.

The location and reproduction of the photographs in this book would not have been possible without the assistance and cooperation of a number of people. Phillip Zorich, Director of Special Collections at Stapleton Library; Bill Wolford, former Director of the Indiana County Historical and Genealogical Society; Karen Gresh, Associate Director of Publications at IUP; Larry Judge, Sports Information Director; and Jim Laughlin, Professor Emeritus, who is an associate in the IUP Alumni Office, were instrumental in opening their respective collections to me. Numerous ISNS, ISTC, ISC, and IUP alumni also were generous in allowing me to copy their personal photographs. And finally, without the dedicated work of several students who printed many of the images in this book, the work

might never have been completed on time. Special thanks for their many hours in the darkroom are extended to Deborah Ames, Molly Knapp, and Melissa Coleman. Jim Wakefield, Public Relations Photographer at IUP, also provided assistance at key times during the sometimes hectic preparation of images. And finally, I want to extend my thanks to David Young, a fine friend and photographer, for his assistance and encouragement.

## ACKNOWLEDGEMENTS

by Dale E. Landon

This history would not have been possible without the assistance of many: the director and staff of Stapleton-Stabley Library; Larry Kroah, who granted special privileges; Phil Zorich, whose Special Collections room was always conducive to research; Wanda Rife and Jeanne Morris, whose department provided all that was asked; Jim Laughlin, whose long memory and love of the institution was an inspiration as well as a valuable resource; Neil Lehman, W. Wayne Smith, and Irwin Marcus, historians, whose guidance in the mysteries of America were especially needed by a medievalist; Larry Judge, whose knowledge and files of Indiana sports were invaluable; John Merryman, whose prodigious working of the sources for his *The Indiana Story* eased the problems of research; my fellow delegates in the APSCUF Legislative Assembly, whose insights were essential; the presidents, administrators, and secretaries of Indiana University of Pennsylvania, as well as the faculty, staff, students, and alumni whose memories of the past have provided understandings; Ron Juliette, whose willingness to undertake a joint venture and to join in a more humanistic approach to institutional history allowed not only the completion of the project but its joy; and Evelyn Deigert Landon, whose technical skills in editing and gracious gift of time eased the work and the frustration. They all deserve my special thanks. They have helped me to avoid many errors; those that remain are mine alone.





*John Sutton, Indiana merchant, real-estate broker, and president of the First National Bank, was Indiana State Normal School's first Board president.*

# Introduction

## T W O   B E G I N N I N G S

Twenty-five years a university; 115 years an institution of higher learning. Indiana University of Pennsylvania was established in 1965; Indiana State Normal School founded in 1875. Two significant beginnings—separated by 90 years.

### ***Indiana University of Pennsylvania Established***

When Dr. Willis E. Pratt, Indiana's fourteenth president, began his administration in July 1948, Indiana State Teachers College had 1,350 students. In later years he reflected that the institution, though small "was not without its outstanding qualities." Those qualities which made it "one of the best state teachers colleges in the Commonwealth, having high standards of admission and academic excellence," would two decades later elevate the former private State Normal School awarding diplomas to Indiana University of Pennsylvania authorized to grant graduate degrees.

Dr. Pratt introduced the discussion of Indiana attaining university status at the July 1964 Board of Trustees meeting. The trustees were officially informed that State Senator Albert R. Pechan, a fellow trustee, had announced his intention to introduce a legislative bill to convert Indiana State College to the Western Pennsylvania State University.

Pratt and Pechan strongly argued Indiana State College's readiness to join the expansion of higher education in Pennsylvania. The college operated three schools: a School of Education, a School of Arts and Science, and a Graduate School. The large Business Education Department, with over four hundred students

enrolled, was envisioned the School of Business Administration; the Department of Home Economics, the School of Home Economics; the Departments of Music and Art, the School of Fine Arts. Also projected were Schools of Mineral Industries, Chemistry and Physics, Nursing, Engineering, Library Science, and Agriculture.

The State Council of Higher Education heard a brief for university status in Pittsburgh on December 18, 1964. Senator Pechan introduced the idea as Senate Bill No. 1 on January 25, 1965. On May 3, 1965, Representative William G. Buchanan, Republican of Indiana, sponsored House Bill 1023, calling for the "establishment and operation of the Western Pennsylvania State University, at Indiana, Pennsylvania."

Three significant amendments to the House bill changed the original Senate bill: the first provided that the Act "take effect immediately," the second that the institution be known as Indiana University of Pennsylvania, and the third that implementation would be "immediately upon accreditation by the Middle States Association of Colleges and Secondary Schools." By mid-November the amended House bill passed.

Senator Pechan carefully shepherded the House bill through the Senate. On December 1 it passed and was returned to the House. On December 13 the Speaker of the House signed House Bill 1023. Three days later Governor William Scranton signed the bill as Act 430.

The last necessity, accreditation by the Middle States Association of Colleges and Secondary Schools, came quickly. Since Indiana had been evaluated the previous February,

the Association speedily concurred in Dr. Pratt's request for formal approval of the institution as a university and at 2:32 p.m. on December 18, 1965, telegraphed "The Middle States Accreditation of Indiana State College carries over without change to Indiana State [sic] University of Penn STOP You may take this telegram as official notice that the university is accredited." Indiana University of Pennsylvania was established.

### ***A State Normal School Founded at Indiana***

A century before, efforts creating Indiana University of Pennsylvania's predecessor had not been so smoothly choreographed. In the post-Civil War years of the 1860s, several prominent citizens of Indiana, Pennsylvania, established a Normal School Association which would become the founding body of Indiana State Normal School. The inspirational leader of the group was J. T. Gibson, the Indiana County superintendent of public schools; his substantive support came from Indiana community leaders John Sutton, Silas M. Clark, A. W. Wilson, Harry White, John H. Lechteberger, and Samuel McCreery; his public relations efforts were forwarded by James P. Sansom, editor of the *Indiana Democrat* and R. M. Birkman, editor of the *Indiana Progress*.

By 1870, five Pennsylvania state normal schools, legislated by the Normal School Act of 1857, "An Act to Provide for the Due Training of Teachers for the Common Schools of the State," had already been established at Millersville, Edinboro, Mansfield, Kutztown, and Bloomsburg. Four more—West Chester, Lock Haven, Shippensburg, and California—were in operation by the opening of the state normal school at Indiana.

In the competition for the school site of the Ninth Normal School District, Indiana overcame its competitors by being the most centrally located community accessible by inexpensive transportation. Other requirements, however, made the founding arduous.

The Normal School Act required: a private corporation free of religious tests with "at least thirteen contributors or shareholders . . . at least ten acres of ground in a single tract . . . a building with a hall sufficient to seat comfortably 1,000 adults; classroom, lodging and refectory for at least 300 students; ventilation, heating and lighting for comfort and healthful-

ness; and a space for physical exercise in inclement weather . . . a library, and also display cases and apparatus for the sciences . . . at least six professors . . . a principal" and "a Model School of not less than 100 pupils in which to do practice teaching."

The Normal School Association spearheaded the activities that established a private corporation. It sponsored public meetings and a public relations campaign to solicit subscriptions. An association member, State Senator Harry White, introduced a bill in Pennsylvania's General Assembly for the incorporation of Indiana Normal School of Pennsylvania early in 1871: the bill was passed on March 25, 1871.

By January 1872, \$53,450 in subscriptions—slightly above the required \$50,000—had been raised. On April 15, 1872, the organization was chartered and shortly thereafter trustees and officers were elected.

The next undertaking was to locate and purchase a site for the school. Two parcels of land were offered to the Board of Trustees. They selected a plot of approximately twelve acres in West Indiana, with an asking price of \$7,000, owned by John Sutton. The site on high ground would give the institution its affectionate title "The School on the Hill."

Having secured a location, the Board turned its attention to erecting a Normal School building. After solicitation and advertising for bids the plans of architect James W. Drum were accepted on August 12, 1872. The construction contract was awarded to a Shippensburg company—Voris, Haigh, and Gregg—at a projected cost of \$96,000.

Ground was broken in the spring of 1873 and by November 19, 1874, the plasterers had finished their work. The Board of Trustees accepted the building from the contracting firm on February 6, 1875.

Much work still had to be done, however, in order to allow occupancy. Plumbing, heating, and lighting systems were installed. Some furniture was added, but the furnishings were still sparse when the school opened. As Jane E. Leonard, the first preceptress, remembered "those opening days of '75, before our furniture came, and when, do the best we could, the house would seem bare and empty. 'The boys' for a week or two cheered by Dr. Fairfield's hopeful words, bravely slept on the floor. He promised them that they would remember and



laugh at their hardships some day, and be glad, in spite of them all, that they had been Indiana's first students."

The trustees, meanwhile, had selected Dr. E. B. Fairfield as the school's first principal and had assembled a faculty of eight. They distributed two thousand catalogues and placed announcements in the state's newspapers publicizing the first ten-week session scheduled to begin on May 17, 1875.

One hundred and fifty students were on hand for the official opening at 2:00 p.m., Monday, May 17. Within the first week of school the enrollment approached 200 students, and by June 10, 215 had enrolled.

On Friday of that opening week the Board of Recognition arrived in Indiana to inspect the grounds, buildings, and financial condition. The inspection team, directed by James P.

Wickersham, Pennsylvania's superintendent of common schools, included the county superintendents of the Ninth Normal School District. They conducted an inspection "from the from cellar to garret, and explanations [were] given in regards to class and recitation rooms, sleeping rooms for students, apartments for professors and employees of the institution. . . ." They reviewed the board's financial statement, which showed indebtedness of approximately \$55,000 and assets, in property values, of \$200,000.

After dinner in the building's "capacious dining hall" Superintendent Wickersham announced that since all was in order "the State Normal School at Indiana shall be . . . a part of the common schools of Pennsylvania." Indiana State Normal School was founded.



*Indiana University of Pennsylvania becomes a reality. Governor William Scranton signs the legislative bill creating Indiana University of Pennsylvania, Pennsylvania's first state-owned university. Dr. Willis E. Pratt, standing right; State Senator Albert R. Pechan, center; and State Representative William G. Buchanan attended the December 16, 1965 signing ceremony.*



*Dr. Willis E. Pratt, Indiana's fourteenth president, guided Indiana to university status. His vision of a university at Indiana developed early in his presidential tenure.*

*Four of Indiana University of Pennsylvania's six presidents attended the inaugural of the "Celebration of Twenty-five Years as a University" on December 16, 1990. A central feature of the Silver Anniversary Dinner was the unveiling of a commissioned bust of Dr. Willis E. Pratt. Left to right are William Hassler, Robert Wilburn, Bernard Ganley, and John Welty.*



## *Indiana Bulletin*

INDIANA  
UNIVERSITY OF PENNSYLVANIA

UNDERGRADUATE SCHOOLS  
OF  
EDUCATION & LIBERAL ARTS



INDIANA, PENNSYLVANIA

*The Indiana Bulletin was the first official publication of Indiana University of Pennsylvania.*



*A reunion performance by the I-Uppers, IUP's musical ensemble that achieved national acclaim during the 1970's, was a highlight of the twenty-five years as a university celebration. Throughout the opening celebration in John Sutton Hall the past and the present intermingled—guests enjoyed the Silver Anniversary Dinner in the Blue Room, originally Main Building's dining room, and the I-Uppers' performed in Gorell Recital Hall,, originally Main Building's Chapel Hall.*



*Silas M. Clark, Indiana lawyer, judge, and civil leader, served as the School Board's first secretary and later was elected its president.*



*Andrew W. Wilson, Indiana merchant and the business partner of John Sutton, was the Board's first treasurer. He also served as its vice president before being elected president.*



*Thomas Sutton, son of John Sutton, was an Indiana lawyer and entrepreneur. He served as the Normal School Board's treasurer, secretary, and president.*





*This early sketch shows the building that was Indiana State Normal School.*

*Edmund B. Fairfield was selected by the Normal School Board to be the school's first principal. The experiences he brought to Indiana were varied: Dr. Fairfield had transformed Michigan's Free Baptist College into a very respected liberal arts college, renamed Hillsdale College. He had helped to establish the Republican party in Michigan; he had served as a state senator and lieutenant governor; and he had served in several ministerial positions. Although his tenure at Indiana was brief, his involvement was intense and his imprint lasting. Shortly after leaving ISNS he became the University of Nebraska's second chancellor.*







Jane E. Leonard, a member of the school's original faculty, was instrumental in shaping the school's character as its preceptress.

# THE INDIANA NORMAL SCHOOL OF PENNSYLVANIA,

Will open for the reception of pupils on

**Monday, 17th Day of May**

next, and the Spring Session will continue for ten weeks.

The services of E. B. Fairfield, D. D., L. L. D., late President of Hillsdale College, Mich., have been secured as Principal, and he will be assisted in the various departments by the best talent that can be secured. Every effort will be made to make this school equal, if not superior, to any other institution of the kind in the country.

The buildings are all new and built at great expense, with a view to the convenience and comfort of pupils.

## TERMS.

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Secretary

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1875

JOSEPH R. SMITH & SON,  
MESSENGER OFFICE,  
Indiana, Pa.

*The Normal School's first catalogue reflects a sober, moral, and well-regulated institutional atmosphere.*

*This ad announced the scheduled opening of the Indiana Normal School of Pennsylvania.*



*A typical room in Boy's Dormitory, circa 1890.*

# Chapter 1

## INDIANA STATE NORMAL SCHOOL *The Fledgling Institution* 1875-1906

What was a normal school? The *Ecole Normale* was founded in Paris in 1794 during the French Revolution. The European Enlightenment had developed within the intelligentsia a confidence in rationality. The French Revolution had molded that intellectual confidence into the belief that everyone could be educated to reason clearly and well and that well-run schools in the hands of well-trained teachers would reform the world.

The democratic educational idea spread, as did so many of the French democratic ideas, beyond France's borders. Western Democracies sought the benefit of purposeful education. States designed public schools to instill the values of patriotism, piety, punctuality, and literacy in their children. The desired product was a calm and orderly populace, who would provide both a successful military force and a productive working class.

Normal schools had already appeared in the United States, in Massachusetts first, when the Pennsylvania legislature enacted the Normal School Law of 1857. Nevertheless, the legislation which established Pennsylvania's standards and norms of teacher training, was one of America's earliest efforts at regulating a formal approach to teacher training.

While Pennsylvania's Normal School Law of 1857 had not specifically limited the state normal schools to teacher training, by the 1870s, pressure had developed to shape the Pennsylvania institutions into single-purpose training schools "exclusively" for the preparation of teachers. Early Indiana catalogues stated that the "purpose for which this School

is founded, is preeminently the education and training of Teachers."

The Indiana directors in 1871, however, noted that such a school did "not necessarily stop with only those who may choose to make teaching a profession." The fledgling institution at Indiana had been developed to provide "facilities for acquiring a liberal education," to allow students to enter "any of the learned professions." That early decision was significant in molding the future development of the institution toward its university status.

The school's early curriculum reflected both the directors' liberal education aspirations as well as the legislative directives for teacher training. The curriculum's "Classical," "Elementary," and "Scientific" courses addressed both objectives: the Elementary Course to provide "the training of teachers for the public schools"; the Scientific Course to provide "the education of teachers for the higher departments of instruction in graded schools"; and the Classical Course to provide education necessary for "admission to any College or University," as well as being "intended to qualify Teachers for the Classical Department of Instruction in Graded and High Schools, and Academies."

Dedication to wider objectives continued. Within three years the school had established a Commercial College Course intended for those "desiring to prepare for business," and a Vocal and Instrumental Music Course. In 1889 a Manual Training Course was added.

The administrators of Indiana State Normal School clearly stated their desire to enroll "all

of proper age, whether they have teaching in view or not." Consequently, among the early alumni of Indiana Normal School were lawyers, businessmen, physicians, pastors, missionaries, engineers, and newspaper editors.

The central purpose remained, however, the preparation of teachers. That venture, clearly mandated, was dominant within ten years.

An important component of the teacher-training program was the Model School, designed "to exhibit the highest order of excellence in teaching, and to afford students the opportunity to put into practice the most correct theories and methods of instruction." Originally located on the first floor of the north wing of Main Building, it opened for its first fourteen-week term with 50 students in the primary level and 30 in its grammar level; by 1881 enrollment reached 101 fulfilling the 100 pupil capacity requirement of the Normal School Law. Attempts to make the Model School multipurpose were brief. For awhile the Model School operated in conjunction with a Preparatory Department preparing students for admission to the Normal School program; this feature was discontinued in 1878. A kindergarten opened in 1894 was discontinued in 1896.

The Model School provided education for local elementary school students, a demonstration platform for pedagogical methods, and a training ground to practice educational precepts. Its centrality to the institution is evidenced by its history of development. Its modern descendent is the "University School."

By 1892, Dr. Charles W. Deane, the sixth principal of Indiana Normal had closely incorporated the practice of teaching of Model School classes into the curriculum: Normal School students "first observe the teaching of expert teachers for one term, after which they take charge of classes for whose progress they are held responsible. All the work is under the supervision of efficient training teachers." In 1894 a separate Model School building was built.

While the curriculum determined the institution's nature, the spirit of Indiana State Normal School was its students and their lives. The student body was varied in age, with many younger than is common on today's campuses. The molding of these tender recruits required a regimented style in keeping with the late-nineteenth-century Victorian atmosphere,

patently evident in the early "Terms of Admission": "No person under fourteen years of age is received into the Normal Department except by special permission from the Principal. Each student on entering the school is required to sign a pledge to observe faithfully all the rules and regulations of the institution."

The Victorian aspects of the physical campus were likewise apparent in the demanded conduct of the students. Caldwell in his 1880 *History of Indiana County* observed: "In the intercourse of the sexes the utmost decorum is required, without, however, oppressive interference, or the hindrance of that mutual influence which is deemed so beneficial in the coeducation of the sexes. Hence, while a due degree of intercourse is allowed in daily recitations and amusements, the bounds of strictest propriety are never transgressed, and the dormitories are as completely separated and guarded as though they were two distinct buildings."

The Victorian atmosphere is also apparent in the early catalogues from the tone of the regulations called "Association of Ladies and Gentlemen." They read (the italics are original):

1. *Students are not to correspond, walk or ride with those of the opposite sex; or meet them in the reception room, parlor or elsewhere, except by special permission from the Principal or the Preceptress.*
2. *Ladies and gentlemen are not to enter the hall appropriated to each other's respective departments, without permission.*
3. *They are on no condition to visit each others' private rooms, except in case of severe sickness, and then only in company with the Principal or Preceptress.*
4. *Mixed groups of ladies and gentlemen are not to stand in the corridors.*

Other rules and regulations reinforce the sense of nineteenth-century decorum: students were "to attend Divine Worship, every Sabbath morning, at some one of the churches in the town . . . not to . . . receive calls in their rooms from visitors, or students rooming out of the building, or permit *any persons* to spend the night in their rooms, without special permission from the Principal . . . to refrain . . . from loud talking, whistling, scuf-



fling, or making other unnecessary noise in the building, at any time . . . from using tobacco in any form, in the building, or upon the grounds of the institution . . . to conduct themselves properly at the table, and not to leave the table before the signal for dismissal, without permission from a teacher . . . to be present at Chapel exercises morning and evening . . . to observe all study hours—which are from 7:40 A.M. to 12 M.: from 1:15 to 4:15 of all school days, and from 7:30 to 9:45 P.M., of every week day . . . to be in their rooms during study hours unless occupied in recitations, society, or leave of absence is granted by the teacher in charge."

In addition "all excuses for absence from chapel, church, or recitation . . . must be presented in writing, signed by the teacher in charge, and, afterward, by the Principal, before they are valid . . . ladies desiring to make calls or visit outside the building, must obtain permits from the Preceptress or from the Principal." Because the Sabbath was expected

to be strictly maintained, classes were not held on Mondays since students would not have been able to prepare their assignments.

These strictures were thought necessary in the preparation of Normal School students for their profession; they would only be granted a degree when they completed two years of successful teaching *and* had presented "the Faculty and Board of Examiners [*sic*] a certificate of good moral character."

Dr. Edmund B. Fairfield was the man selected to set the Normal School on its "straight and narrow" course. Besides administering the fledgling institution, the first principal taught the Latin and Greek courses. For his bare-boned institution, he raised \$3,000 for chemical apparatus and obtained \$400 to purchase the bell for the school's empty cupola. He dealt with the school's first major disciplinary problem when students taking advantage of the principal being away, "abused the building and furniture of the institution in a fearful manner." In addition, he spoke frequently at the local Temperance Union meetings and addressed county and state meetings on educational topics.

While Fairfield had to deal with all the problems attendant to launching the institution, that was not what he found the most difficult. Nor was it the combined load of administering and teaching. It was, in Fairfield's words, the religious-philosophical climate that he found "in the midst of little else but of blue Presbyterianism." He added "Pennsylvania is in mts. The West suits me better. But I wish simply to do the work assigned me by the master." His tenure was short: he resigned in March 1876. In the sharp assessment of the Preceptress "a man of learning and power the Doctor was, but he knew little about the management of a Pennsylvania Normal School."

The nine faculty members that were assembled for the first academic year included Hiram Collier, Chemistry and Physics; T. J. Chapman, English Grammar; Joseph H. Young, English Literature; A. J. Bolar, Mathematics and Teaching; J. W. Shoemaker and Ada Kershaw,

*To remain solvent the private corporation had to increase enrollment. Ads attracted students with proclamations of the school's conveniences, beauty, and excellence of location.*

## State Normal School,



### AT INDIANA, INDIANA COUNTY, PENN'A.

The above cut is a fair representation, upon a small scale, of the building occupied by this institution.

The building is new, ample, and furnished in the most approved manner. It is

**Warmed by Steam and Lighted by Gas, Throughout.**

The dimensions of the edifice may be best understood by considering it as three buildings—one fifty feet wide by a hundred and fifty feet in length, and two others, each of which would be twenty feet in width by a hundred and eighty feet in length, the whole blending into one building of beautiful proportions, and all four stories high above the basement. The basement story is nine feet in height, and the other four stories range from eleven and a half to fourteen feet between the floor and ceiling.

The building is remarkable for its being well lighted, well ventilated, and for the general air of cheerfulness. It has been pronounced by Prof. Withers, the Superintendent of Public Instruction, as unequaled.

### THE BEST BUILDING OF THE KIND IN THE UNITED STATES.

The chapel, the dining-hall, with the accompanying apartments, the model school room, the library room, the reading room, the room for the literary societies, the principal's room, the recitation room, the parlor, the lecture and recitation rooms, the corridors, apartments for the female students, and private rooms for four hundred students—all are unusually well adapted to their respective uses.

The value of buildings, grounds, furniture, apparatus, &c., is estimated to be about \$200,000.

### THE SPRING TERM

Opens A.P.M. 12, and continues till week. Expenses for the term, \$75. This is every Tuition, Room, Board, Furniture, Heat, Light and Washing. For those coming out of the building the charge is \$50. Term bills are payable one-half at the beginning of the term, the other half at the middle.

Instruction is given in all the English branches, and in Latin, Greek, French, and German Languages. The apparatus for illustrating Natural Philosophy and Chemistry is very complete, and the facilities for pursuing the study of these sciences are of the highest order.

The advantages of the Normal School are open to all who desire to become teachers or superintendents. And it is believed that no institution offers better opportunities for general education than this.

Books can either be purchased or rented on favorable terms. Catalogs giving full particulars may be had upon application.

DR. FAIRFIELD, President of the Faculty, or  
SILAS M. CLARK, ESQ., Secretary of the Board.

Elocution and Reading; Mary Bradley, Penmanship and Drawing; A. H. Berlin, Model School Director; and Jane E. Leonard, Geography and History and Preceptress.

Faculty and student life were almost inseparable. Faculty lived in the Main Building and took their meals in its Dining Room.

Their faculty load was onerous; besides the six-hour day of classroom teaching, lengthened to seven hours in 1882, there were Study Hall supervision, hall monitoring, Library duty, Book Room supervision, and chaperoning. In addition to their activities in the classroom the faculty provided public evening lectures and readings in the Chapel Hall of the Main Building.

Not all was idyllic at the School on the Hill. At the end of the school's first term two of the teachers, Miss Bradley and Miss Kershaw, were dismissed for "conduct unbecoming a teacher" and "creating disharmony within the faculty and the institution." Later, in 1881, two faculty members were dismissed for conduct displeasing to the contemporary community standards, a "love affair" described as "nothing more than a considerable love making . . . the silliness of which at their mature age gives rise to considerable gossip among the faculty and student body."

The Normal's own community focused its life chiefly on academic activities, often activities with religious overtones. Jane E. Leonard wrote in 1888 that "the prayer meetings, the Bible class, the societies, are shrines to which good and grateful hearts render homage." The religious flavor of the Normal community was conveyed by the Christian associations established within its walls: the YMCA, the YWCA, the Student Volunteer Movement, the King's Daughters, and the Normal Christian Association. Each had a long and fruitful history.

Its two literary societies, the "Erodelphian,"

and the "Huyghenian," met on alternate Saturday evenings in the second-floor Society Rooms. Their purpose was to contribute to the school's social life. Student members debated, presented dramatic reading exhibitions, and participated in fund-raising activities. The tone of Indiana State Normal School perhaps was best encapsulated in the words of Leonard H. Durling, its fourth principal, who stated that education was "the process of guiding, stimulating, and aiding man toward an actualization in his own character, of God's ideal, and to a conscious unity with God himself." The school boasted that "the moral atmosphere of the home life at Indiana is pure, elevating and inspiring."

The increasing needs and size of the student body brought about an expansion of the physical plant, and the purchase of more acreage, as well as more intense utilization of the grounds. In 1886 a building was purchased from the Indiana fairgrounds and moved onto the western part of campus, replacing a Main Building room as the gymnasium. The first ambitious expansion resulted in a Model School building and a dormitory, first known as Boy's Dormitory. The Model School building contained not only the classrooms for the Model School itself but also recitation rooms and the institution's library.

In 1903, three of Indiana Normal's founders were honored by the dedication of some of the existing buildings: Main Building became John Sutton Hall, the Model School became A. W. Wilson Hall, and Boy's Dormitory became S. M. Clark Hall. That same year, two additional buildings were under construction: one, Thomas Sutton Hall, to house a dining room, kitchen, laundry, and music rooms; the other, Jane E. Leonard Recitation Hall, a classroom building.

The fledgling institution was taking wing.



*Main Building was more than the physical plant. Principal, faculty, and students blended their lives in joint educational, social, and domestic activities. It was truly home for those who enrolled.*



*Dr. Edmund B. Fairfield, the school's first principal, raised \$3,000 to buy apparatus for chemical study. Main Building's science department, circa 1898, was still rather bare.*



*Normal school students, circa 1904, work in the Physical Laboratory of Main Building.*





*Occupying a corner of Main Building's basement, the Manual Training facility became an integral part of all prospective teachers' course work.*



*Samples of Manual Training craftwork on display. The two-year course was rather inclusive: drawing, paper folding, paper cutting, parquetry, coloring, modeling in clay, collecting and mounting specimens, whittling, mechanical drafting, moulding, sewing, ironery, filing, tinning, taxidermy, and making physical apparatus.*



# PROGRAMME.

TIME From To	D	C	B	A
OPENING EXERCISES.				
8:11-8:21	Write Heading.	Reading.	Reading.	Arithmetic.
8:21-8:25	Use Building Blocks.	Write Heading.	Arithmetic.	
8:25-8:31	Copy Forms on Slate.	Read and Spell.	Arithmetic.	
8:31-8:34	Read and Spell.	Write List of Words.	Geography.	
8:34-8:45	Draw, on Slate or Blackboard.		Draw.	
RECESS.				
8:45-8:55	Object Lesson.	Arithmetic.	Geography.	Arithmetic.
8:55-9:05	Write Number Lesson.			Read.
9:05-9:20	Review Object Lesson.	Write Tables.	Language Lesson.	Reading.
9:20-9:35	Numbers.	Arithmetic.	Spelling.	
9:35-9:45	Numbers.	Draw Map.	Arithmetic.	Spelling.
9:45-9:55	Write on Slate.			U. S. History.
NOON.				
Roll-call and Singing.				
1:00-1:05	Write Reading.	Reading.	Arithmetic.	Grammar.
1:05-1:15	Draw Map.	Write Spelling.	Read.	
1:15-1:25	Print List of Words.	Read and Spell.	Arithmetic.	Grammar.
1:25-1:30	Read and Spell.	Geography.		
Write.				
RECESS.				
2:15-2:25	Draw Map.	*Object Lesson.	Arithmetic.	
2:25-2:30	Write Number Tables.	Geography.	Geography.	
2:30-2:35	Amusement.	Geography.		
2:35-2:45	Geography.	Spelling.	Language Lesson.	U. S. History.
2:45-2:55	Draw on Slate.	Spell.		
2:55-3:05	Use Building Blocks.	Arithmetic.	Spell.	Spell.
3:05-3:10			Language Lesson.	
General Instruction.				

\* Alternate Days

Note.—Recitations and class exercises are in full face type.



The Normal School daily academic program was full. Students did not have scheduling freedom that epitomizes college life today.

Originally "The Fairfield Literary Society" the Erodolphian Society was a mainstay of ISNS's cultural and social life. It alternated Saturday evening meetings with the Huyghenian Literary Society.



The well-appointed Erodolphian Hall on Main Building's second floor was the home of the literary society.



*When Dr. Fairfield's resignation caught the Board by surprise, they selected David M. Senseng, an ISNS professor of mathematics, to be the school's second principal (1876-78).*



*John H. French, ISNS's third principal (1878-81), was fondly remembered for his culture and refinement.*



*Leonard H. Durling, a man of high Christian principles and an acknowledged scholar, was ISNS's fourth principal (1881-89). He established a more professional tone for the school before resigning to become the principal of the Colorado Normal School at Greeley.*



*Z. X. Snyder, ISNS's fifth principal (1889-91), extended the privileges of the Normal School to those who had suffered from the 1889 Johnstown Flood, exempting them from tuition. Snyder had an active, if brief, tenure: he organized the school into eleven instructional departments, actively sponsored faculty upgrading, established the Alumni Association, and brought electricity to the campus. When he was appointed state superintendent of public instruction by Governor Pattison the incumbent, David J. Waller (a future ISNS principal), refused to relinquish the office. After losing the ensuing court battle Snyder became Colorado's superintendent of normal schools.*



*During Charles W. Dean's service as ISNS's sixth principal (1891-93) Indiana purchased six acres on the north side of the original campus and an Indiana fairground building. The building was moved to campus to be used as a gymnasium.*



*Built in 1894, the first year of the Waller era, the Model School was a symbol of ISNS's early success. In 1903 it was dedicated A. W. Wilson Hall.*



*Boys' Dormitory (in the background), was also built in 1894. Later dedicated as S. M. Clark Hall, it housed male faculty, including the preceptor, as well as male students. Its completion allowed the Main Building's dormitory area to exclusively house women.*



*A bird's-eye sketch, circa 1895, depicts the expanse of the ISNS campus with its three major buildings. In the right foreground are the Pennsylvania Rail Road tracks.*



*Dr. David J. Waller, Jr., became ISNS's seventh principal (1893–1906) after having served as Pennsylvania's superintendent of public instruction. He was instrumental in the construction of the Model School, Boy's Dormitory, Leonard Hall, and Thomas Sutton Hall and he also worked to establish a major intercollegiate sports program for which a grandstand facility was erected on the Athletic Field. The Board balked, however, at the hiring of the "services of a suitable person as pitcher for the baseball team, allowing him board and tuition free." The building of six tennis courts and the hiring of a director of physical culture during Waller's tenure emphasized his view of physical activities in education. Waller left Indiana to return to the principalship at Bloomsburg State Normal School.*



*The Waller-era grandstand graced the Athletic Field which was located in the space currently occupied by Waller Hall, Fisher Auditorium, and Stapleton-Stabley Library.*



*The first known photograph of an ISNS baseball team depicts the 1896 squad; previous teams had existed. During Waller's principalship the Board's Committee on Athletics and Entertainment eventually approved free room, board, and tuition for select athletes "on condition that they take part in athletics."*





*The ISNS Hay Ride, one of the more popular official diversions from the rigors of study, leaves from the south entrance of Main Building.*



*The Spanish-American War inspired the development of a National Guard regiment at ISNS. Several Indiana students served in the American forces overseas.*

*Thomas Sutton Hall, built in 1903, included a two-story Dining Room, the Music Conservatory's rooms and studios on the third and fourth floors, and kitchen and laundry facilities in the basement.*



*The magnificent Dining Room of Thomas Sutton Hall, with its stained glass clerestory windows (some of which currently grace the passageway between Stapleton and Stabley libraries) became a place of memories for many generations of Indiana students during the Normal, State Teachers College, State College, and University eras.*



*Built in 1903, Leonard Recitation Hall honored ISNS's first preceptress.*







*The original Leonard Hall featured a magnificent staircase and a beautiful stained-glass window as well as classrooms.*



*ISNS experienced its first major disaster on November 5, 1905, when the newly dedicated Clark Hall, formerly Boy's Dormitory, was destroyed by fire. Although there was great property damage, there were no major injuries or loss of life. Within a year a building was constructed on the same site with almost identical dimensions, but in a different architectural style.*



*From her first day at Indiana, Miss Leonard's home, as with most of the faculty, was in Main Building. The Leonard apartment, more elegant than most because of her position, was said to be "the Mecca for the students and the returning alumni and her remarkable memory kept the records of the passing years as a well-read book lending pleasure and council to all who sought her."*

## J A N E E . L E O N A R D

They say, parents did not send their daughters to Indiana State Normal School, they sent them to Aunt Jane Leonard. "Aunt Jane," as Miss Jane E. Leonard was affectionately known to the thousands who attended the State Normal School in Indiana, served the "School on the Hill" as the preceptress from its opening in 1875 to her retirement in 1921.

Jane E. Leonard was born on the family farm near Blue Ball, Clearfield County, on December 27, 1840. Her early education was probably at Leonard School, her father's gift to the rural community. Her career as an educator began at the age of fifteen when she first taught in a common (public) school of her native Clearfield County.

Later, desiring advanced educational preparation, she entered Millersville State Normal School, the first educational institution of its kind in Pennsylvania. In 1868, Dr. J. P. Wickersham, Millersville's founder and first principal, invited Miss Leonard, who had distinguished herself as a student and possessed teaching experience and the desired personal qualities, to teach history and mathematics.

The trustees of the new State Normal School at Indiana assembling their first staff asked Wickersham, then Pennsylvania's superintendent of education, to recommend a candidate for the positions of preceptress and instructor of English. He recommended Jane E. Leonard.

Miss Leonard arrived in Indiana on May 18, 1875, and served the school for the next forty-six years. Dr. Waller, Indiana's seventh principal, described her as "physically strong, mentally alert, temperamentally sympathetic, but considerate in judgment, with fine ideals of

life, she was positive in her convictions, and courageous in defending them." For many, especially the young women, she symbolized Indiana State Normal School.

Jane E. Leonard was an idealist. She believed that the satisfactions of life came from efficiency and poise. She sought to develop in her "boys and girls" grace and skills. It has been said of her that "she wished them to delight in a bank of purple violets, to revere the roll and dip of the Psalms; but she wished them to be no less respectful of good bathing and good bed-making."

Miss Leonard was famous for sessions with "her gals" when she explained that few of the young men students were promising enough to make good husbands, and expressed her hopes that the girls would not be foolish. "Aunt Jane" hoped that they would find love and marry, but only if they married men of professional and economic promise. She enjoyed the developing romances of her students, if she approved, but when she disapproved she forthrightly criticized.

Miss Leonard's indelible mark was made in many ways: in the school's social life, in the classroom, in the religious associations, with faculty and staff, with graduates, in the community, and with acquaintances.

Her classroom students received more than the subject matter of her English, history, or geography course. She wanted them to better themselves and their communities; she wanted them not to be complacent. She shared her extensive travel experiences with her students, often in place of the assigned materials, striving to remove them from the provincialism of western Pennsylvania and to make



them comfortable in the world.

She was an ardent participant in the spiritual life of the school and the community. She organized the YWCA at the Normal School, served for years as its sponsor, attended its meetings regularly, and took responsibility for the devotional of the Thursday evening programs. Although raised a Quaker—her family traced its roots to the William Penn congregation—she joined the Methodist Episcopal Church of Indiana which she faithfully attended and gave her labors. The Normal alumni speak of “the quiet, warm dignity with which she read the Bible, and of the great reverence with which she made a prayer.”

As preceptress she displayed extraordinary talent in dealing with people, both individuals and groups. Requests she could not approve never met a negative reply. She would make a definite, concrete, and possible suggestion, often better and more workable than the original request she had just refused, and the person(s) did not realize they had been denied their original request. “Aunt Jane,” however, could also be stern and immediate when it was required: many “Normalites” who had violated rules and regulations were not only dismissed but were gone before anyone suspected that there had been a problem.

She hovered over the faculty as well. Her goal was to make each staff member content and successful. She gave guidance to young teachers and explained in detail the routine and the regulations governing the life of the institution. At the first sign of homesickness she asked the newcomer to have dinner that evening in her apartment: her faith abounded in the good meal graciously served.

The community of Indiana opened their homes to Miss Leonard and she was an integral part of the town's social and political life. She was a member of various civic and literary clubs and a proud charter member of Ingleside, the literary organization of Indiana. She served her organizations as an officer and frequently as a presenter, offering her opinions on current topics: woman's suffrage, public welfare, especially of children, and promotion of peace. It was her habit to engage people on the downtown streets to discuss issues as well as to drop in on the newspaper editors for spirited conversations.

In 1922, as an octogenarian, Miss Leonard chaired the Woodrow Wilson Foundation Fund,

which was devoted to soliciting monies for Wilsonian goals; chaired the Indiana County Ladies Democratic Committee, and presided over the Indiana County Democratic Women Voters League. It is not totally surprising therefore that she was invited to be the Democratic candidate in the Twenty-seventh District's congressional race. However, in the days immediately preceding her nomination, in true democratic spirit she worked to secure the Republican gubernatorial nomination for John S. Fisher, Indiana's native son, her good friend, and one of “her boys.”

Miss Leonard used her congressional campaign to challenge women to involve themselves in politics; the 1922 election was only the second national election following the enfranchising of women. She stressed “the importance of women taking the responsibilities which are now theirs with the assuming [of] the principles of enfranchisement. . . .” Despite great registration odds and a formidable incumbent, the eighty-one year old former educator did much better than any previous Democrat congressional office-seeker in the Twenty-seventh District.

When she retired in 1921, Miss Leonard was awarded emeritus status and given permission to continue occupying her apartment in John Sutton Hall, where she died in her sleep on Saturday night April 6, 1924.

“Aunt Jane's” funeral was held at four o'clock on Tuesday afternoon in the stately chapel of the Normal School. Chiming Sutton Hall bells closed the service. The next morning her funeral cortege passed through a Line of Honor on Tenth Street formed by students from both the Normal School and the Indiana public schools as it processed to the Buffalo, Rochester & Pittsburgh Railway depot. From Indiana Miss Leonard's body was transported to Curwensville for interment.

An ingredient of Indiana State Normal School had been removed. But as Hope Stewart aptly stated “is this service ended? No! We realize that into the history of Indiana are woven for generations yet to come, her plans, her ideas, her standards of life.”

In the Special Collection Room of Stapleton Library there is an unintended tribute to “Aunt Jane,” a single book from her personal library. Its title? *What Can a Woman Do?* It speaks volumes.





Jane E. Leonard served ISNS from its 1875 opening until her retirement in 1921. She was the school's preceptress (a position that evolved into that of dean of women). A contemporary's compliment, "to her more than to anyone else, is to be credited what is called the Indiana Spirit and Culture," epitomizes her relationship to the institution's history.



Not able to continue her Quaker ties in Indiana, Miss Leonard joined the Indiana Methodist Episcopal Church. Her presence was always an influence. Local women remembered that as children they "watched Miss Leonard walk down the church aisle in natural stateliness, in serene dignity. And [they] thought that there was a woman to be respected, admired, emulated; and perhaps some day when [they] grew up they might even know her."



"Aunt Jane" surrounded by some of her "gals."

*It was traditional for "Aunt Jane" to have her photograph taken each year with the Clearfield County students attending the ISNS. She had a deep attachment to her home county whose place-names such as Leonard Station, Leonard House, Leonard Run, and Leonard School celebrate her family.*



*While serving as preceptress, Miss Leonard also was a member of the teaching faculty. She taught English, history, and mathematics. Miss Leonard is seated third from the right, second row, in this turn-of-the-century photograph of the ISNS faculty.*



*Miss Leonard stands on the Sutton steps prior to graduation ceremonies. A typical "Aunt Jane" instruction to graduating seniors was "Go forth, be true, be brave, be successful."*



*For those who knew her Miss Leonard's "charm and kindly sympathy inspired confidence and touched deeply the springs of conduct."*



*Alumni reunion classes liked to pose with the person who personified ISNS for them. It was said "Miss Leonard knew personally every graduate of the school and hundreds of parents."*



*Jane E. Leonard posed with Hope Stewart, her successor as preceptress, on her immediate right, and McClellan Gordon, on the far left, at the dedication of the 1899 class gift to the school.*



*Following her retirement in 1921, Miss Leonard continued to live in her apartment in John Sutton Hall where she received students, alumni, and friends. She enjoyed entertaining at dinner and it is remembered that "sometimes in her warm generosity she would forget that though a heart may be boundless a dining-room is not, and that there comes a time when not another chair can be pulled up the table. The older members of the staff and her best friends in the town if asked to luncheon or dinner, knowing how often too many guests were invited, would arrive barely on time and look in casually to count guests and chairs and dinner-plates. If the guests outnumbered the chairs and plates, they quietly, affectionately withdrew to the general dining-room, glad that they could help Miss Leonard make her party a success."*







*In 1922, while in her eighties, Miss Leonard not only campaigned for a congressional seat on the Democratic ticket but she also was active in the Pennsylvania gubernatorial campaign of John S. Fisher, a Republican, seen here with "Aunt Jane," on a festooned campaign platform at the Indiana Courthouse.*



*"Aunt Jane" in her later years: "Because she lived life hospitably, life was to her a simple, beautiful affair."*



*Jane E. Leonard's oil portrait hangs in the main corridor of John Sutton Hall across from the Blue Room. Thus, in a sense, the statement of a student at ISNS when the retired preceptress still occupied her apartments remains appropriate—"And the presence of Miss Leonard blesses us!"*



*Training School critic teacher Miss Jeannie M. Ackerman confers with two students in her Sutton Hall apartment.*

# Chapter 2

## INDIANA STATE NORMAL SCHOOL *The Foundations Established* 1906–1927

For Indiana State Normal School the first decades of the twentieth century were an interesting collage encompassing the search for its special place in the realm of Pennsylvania education amidst political buffeting by the commonwealth, struggles with financial solvency, flamboyant development, and a more colorful student social life.

At the turn of the century, operating collectively as Pennsylvania normal schools, Indiana and its sister institutions had not yet determined their place in the context of the state's educational melange. At the normal school principals' meeting in 1906, however, the majority viewpoint was clear, close "the doors to those who are not preparing to teach." By following this direction the normal schools would avoid being competitors with the high schools and with colleges while establishing a niche for themselves: "providing a body of professionally trained teachers for the people's schools is our aim . . . we are not colleges, and we should not ape them," because "college preparation or 'finishing' are not our aims."

Indiana, however, did not embrace "the majority opinion." ISNS had been established as a multipurpose institution and continued to develop in that direction. In 1913, Indiana adopted a two-year teacher's course for students who had attained high school graduation. By 1920, students who completed the College Preparatory Course were being accepted into major colleges; the Music Conservatory had gained a solid reputation and the Business curriculum developed so that according to Dr. James E. Ament, Indiana's eighth principal, "many graduate from it not to teach,

but to take up business careers." Lastly, Ament was determined to create a "finishing school."

Despite all of these emphases, however, the training of teachers for the common schools remained the focus. The Training School's enrollment rose slightly above two hundred pupils and its teachers were the institution's largest faculty segment.

While the school's academic structure was evolving, Indiana State Normal School constantly struggled to achieve financial solvency. Financial difficulties, however, were not new to Indiana. Shortly after the school opened, the furniture and furnishings were sold at a sheriff's sale where they were bought by the trustees acting as individuals and donated to the institution.

The problem, obvious among the other normal schools as well, prompted Dr. Waller to ask the normal school principals in 1896 "can a Normal School be a money making institution and at the same time do the best work of training teachers for teaching?" Indiana depended on tuition and fees for operational funding and state appropriations for buildings. A subsidy for each student enrolled in the teacher training program, originally \$.50 per week raised to \$1.00 and then to \$1.50, and the \$50.00 grant awarded to students upon graduation if they declared their intention to teach in the common schools, however, brought nothing extra to the institution coffers because the money was credited to the students' accounts.

While the 1905 normal school principals' meeting addressed the institutions' financial problems by asking "How can we have more influence with the Governor and Legislature?,"



from the Indiana perspective obtaining funding for anything except buildings was inconceivable. Fifteen thousand dollars had been appropriated for the original building in 1875, \$44,000 for the Model School and Boy's Dormitory, and \$75,000 for the Thomas Sutton complex and Leonard Hall. Even those special appropriations, however, became expenses: because each special appropriation was secured by the state through mortgages, by 1918 the school's property debt had soared to \$12,388 per year. Indiana absorbed this burden in addition to all operating expenses; it was, after all, a private corporation.

Because financial stability was a constant concern, faculty raises were almost nonexistent. Even Jane E. Leonard, after twenty-five years, had received raises totaling only \$350; initially, in 1875, she had been paid \$650 per year with room and board. In 1906, M. C. Gordon, earned \$750 plus his school home in contrast to A. J. Bolar who during the institution's first year had been paid \$900 in addition to room and board, while Hope Stewart received only \$400 contrasted to Mary E. Bradley who had received \$450 in 1875. Principals seldom received an increase; Dr. Waller, for example, started at \$2,000 in 1893, and was earning just \$2,250 when he resigned in 1906, that only matched Dr. Fairfield's 1875 compensation.

The financial problems were further compounded by World War I. Enrollment severely declined. While Indiana's enrollment drop was not as drastic as elsewhere (several Pennsylvania normal schools had to close), it was critical. From a high of 1,247 in 1917 it fell to 786 by 1922. Decreased enrollment brought decreased funds. Eventually the school's inability to sustain itself financially resulted in state ownership.

As early as 1912, Dr. Ament, understanding the pressures that had already caused the California and West Chester Normal Schools to approve their transfer to state ownership, spoke to the trustees concerning "some combination of circumstances . . . [forcing] . . . us to place the school under the full control of the State." By 1917, with ten of the thirteen Pennsylvania normal schools sold to the commonwealth, he advised the Board of Trustees to "let the State shoulder your present debts, and use all your surplus for other improvements."

In October 1918, Dr. John A. H. Keith,

Indiana's ninth principal, suggested to the trustees that the "course which this school has pursued since 1911 clearly indicates that State ownership and control were eventually expected as the only logical and reasonable outcome of an anomalous situation. While the conditions of that ownership and control are not all that could be desired, they, nevertheless, constitute a harbor that is not without attractiveness in times of storm and stress. It is my judgment that, for the permanent best interest of society—and for which end every institution exists, the Indiana Normal School should be taken over by the State." Dr. Keith observed that the "staggering interest load is what keeps us poor."

By then all of the existing normal schools, except Indiana and Mansfield, were state owned thus cancelling their indebtedness of \$1,059,160. With Indiana's indebtedness over \$200,000 the Indiana Board decided to pursue the sale of their school to the commonwealth and on July 10, 1919, the stockholders agreed to sell. Negotiations with the state followed. In April 1920, having sold the stockholders' shares for \$52,400, and dissolved the corporation the board passed "the entire control and ownership of the school . . . into the hands of the State of Pennsylvania" as Indiana became the last of the normal schools to be "completely owned and controlled by the Commonwealth . . . primarily to prepare teachers for the public schools of the state and . . . a part of the public school system." Dr. Keith asserted that Indiana was "at the threshold of . . . a period of growth and development."

Such was not the case, however; immediate impact of state ownership was imperceptible. As the school's enrollment continued to decrease, curricula—the College Preparatory Course specifically—were pared. Faculty were reduced through attrition. The Board of Trustees, while now appointed by the superintendent of public instruction and no longer elected by the corporation's stockholders, consisted of the same persons.

Nevertheless, change was at hand and received its impetus from an educationally orientated governor, William C. Sproul, and his state superintendent of public instruction, Thomas E. Finegan. Both were intent on upgrading the normal schools to collegiate status. They targeted for improvement the admission standards, curricula, faculty, finances,



and physical plant. At Indiana under Dr. Keith's direction those efforts were successful.

On June 5, 1926, Indiana State Normal School was recognized by the State Council of Education as a degree-granting institution. A year later, June 1, 1927, the name of the school was changed to Indiana State Teachers College.

While the academic and financial aspects impacted the institution and brought formal collegiate status, a collegiate atmosphere had been at Indiana for years, beginning in the Waller administration. The physical plant had expanded with the addition of the Boy's Dormitory, Model School, Recitation Hall, and Dining Hall. The buildings had been electrified and an "electric clock" installed to control the ubiquitous bells with more precision. Additionally, six tennis courts and a grandstand for the athletic field had been constructed.

Also under Dr. Waller's guidance, Indiana had initiated interscholastic athletics beginning in the 1890s with baseball and football. Before the end of the nineteenth century, track and women's basketball had been added. Dr. Waller had indicated that "Indiana's greatest

need is a large and well equipped gymnasium and a physical director . . ." Student activity fees were initiated to support the athletic program, and a trustee committee was "authorized to employ as many persons as seemed proper in their judgment on the basis of payment of boarding and tuition" to participate in athletics at the school. In 1911, however, the Indiana catalogue protested "this Institution pays nothing to the men on its teams, directly or indirectly, and all such men must be *bona fide* students. Our men play for the love of the sport and the glory of Indiana."

The next principal, Dr. James E. Ament, likewise gave the school new verve. Described as an "enthusiast who loved the spectacular," the energetic Ament brought style, color, and sophistication to the campus scene. Later it would be said that Dr. Ament's greatest contributions included the "beautifying of the buildings," their interiors as well as exteriors. Besides the addition of several annexes to John Sutton Hall, including the ambulatory surrounding Recreation Hall and balconies on the ends of its annexes, Ament filled the hallways with reproductions of classical statues, some colossal! The campus grounds became less sterile and more attractive. Accompanying the shade trees in the grove and on East Campus were a fountain, the "Greek Steps" along North Walk and myriad flower beds.

Changes also occurred in the rules and regulations of student life as the number of applicants with high school degrees increased and the average age of admitted students rose to seventeen. During their unscheduled periods, for example, students were free to choose whether to occupy the study hall, the library, or their own rooms. Even the decor of the students' rooms was affected; while the gentlemen preparing "for lives of hardship," were expected to keep "more austere rooms," the ladies could expect and have a "bit more luxury." At this time slang terms such as "Grovolgoists" and "Grovolology" emerged indicating confraterization in the Oak Grove and "Lovers Lane" made its appearance. College love was immortalized in "On Old North Walk":

Among the trees in Old North Grove  
Cases come and go,  
And many a case began to grow  
From the North door whisperings low.

Education is the foundation on which one's life work depends.

Build for success. Equip yourself for worthy, practical service. A thorough course where actual practice is made to emphasize and enforce the theories taught is given at the

## PENNSYLVANIA STATE NORMAL SCHOOL

of Indiana, Pa.

Thousands of successful graduates demonstrate the value of Indiana training

A Faculty of Fifty-five Members. Healthful location, 2,000 feet above sea level. Modern Buildings. Splendid equipment. Development of character and of physical health considered important factors in school life.

\$225 covers all expenses—excepting books—for one school year, for one preparing to teach.

The Indiana School of Business and the Indiana Conservatory of Music are connected with the Normal School.

Write for the Indiana Catalog—made of the most interesting books about schools—free.

Address the Principal,  
J. A. H. KEITH  
INDIANA, PA.

While the Normal School's emphasis was teacher training this 1920s advertisement calls attention to other educational opportunities.

Students of the early twenties looked back on the previous Indiana social life with a bit of disbelief—"to dance with a boy would have been criminal. But that was years ago." The atmosphere on campus was changing. The focus of the "Normalite" social calendar in 1896-97 was on the Young Men's Reception, the Young Ladies' Reception, Halloween, Washington's Birthday, Lincoln Day, Decoration Day, and the Saturday evening socials. These gave way in 1918-19 to interscholastic athletic events and the activities surrounding them, such as the Snake Dance on game days and cheerleaders, and senior-faculty athletic contests. Color Rush, Senior and Junior Sleigh Rides, Senior Hay Ride, Senior Day Off (perhaps the greatest indication of the slackening the reins), Class Spirit Day, and Swing Out Day included in an extensive Commencement Week appeared. For a time the feature of the senior year was the Senior Trip to Washington, D.C.; Halloween and Washington's Birthday celebrations were less prominent; teas and faculty receptions more popular.

While Chapel remained a constant of daily life, it was limited to a morning session. The Christian associations and the literary societies continued to be important features of student activity but the choices of organizations expanded. The first sororities, Phi Kappa Pi and Phi Kappa Sigma, and the school's first fraternity, Omega Chi, were founded in the twentieth century's first decade. The development of the Music Conservatory promoted musical organizations and their productions: Madrigal Club, orchestra, operettas, musicals, and recitals. Fall 1921 introduced the first marching band.

Central to the Normalites' social life was the dance. Saturday evening socials continued and Saturday evening square dances were introduced. The more formal occasions, however,

were most prominent on the Normal School social calendar: the Phi Alpha Dinner-Dance, the Pan-Hellenic Dance, fraternity dances, the Military Dance (during World War I), the Junior Dance, and especially the Senior Prom. On Senior Day permission was often given for the seniors to dance for an hour following dinner. At the October Outing the ISNS Jazz Orchestra played for dancing; at the Senior Dance in 1920 Geig's Jazz Band of Altoona provided the music. Jazz had penetrated the hallowed ground of the "School on the Hill." The Charleston was frowned on, but a dance craze had begun.

During Senior Outing in the fall the seniors traveled, by street trolley, by hay wagon, and sometimes on foot, to such places as Idlewood Park, Camp Rest-a-While, Shaver Spring, and Happy House, for picnics, silly competitions, dancing (always), or just strolls through natural settings. It was a day free of classes, a day of recognition that they had attained senior status. During graduation week, lines of seniors in caps and gowns paraded through the campus and the town streets and returned to East Campus where varied activities, including a Maypole Dance, took place.

The refinement of the curriculum had con-

*Dr. James E. Ament, ISNS principal from 1907-17, was a young, energetic enthusiastic, and scholarly leader who stressed the social usefulness of education. He attempted to attract and retain students by instituting new programs, lightening the rules and regulations, and offering students an opportunity to obtain a general education to prepare them for any purpose in life. Dr. Ament had been the principal of normal schools in Missouri and Oklahoma prior to his ISNS position. He and his wife heightened the school's degree of sophistication; he was remembered for walking the ISNS's halls "with great dignity." He left Indiana to become the head of the National Park Seminary in Washington, D.C.*



currently developed a class consciousness among the student body. There were class colors, class mottoes, class songs, and class histories. This intensification was highlighted by Color Day, sometimes known as Color Rush, when the two classes, senior and junior, competed to attach their colors to the highest possible locations on campus.

Prior to the turn of the century there was Patton's downtown with its ice cream and oysters, after the turn of the century there was Sharkey's, "the Normal Students' Home," also known as the "Little Corner Store." Everyone knew Sharkey's, especially Hope Stewart, the dean of women, who would not allow her charges to go there because "there were men there." Students also frequented Hauxhurst's for waffles and chicken, games, songs, and laughter; Hauxhurst spreads became legendary.

Still the students' lives remained guided by the ever-present institution: "It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as become the lady or gentleman, or who is found not to be adapted to the life and work of the school for other reasons, to withdraw from the Institution."

*In loco parentis* dictated the educational process: "In the government of the School, the largest liberty consistent with good work and order is allowed. The disciplinary power of the Institution is brought to bear upon the student, only to bring him to a rational understanding of freedom, and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils."

While more association of the sexes was allowed, all social events in which sexes "mingled" were directed by a faculty committee and chaperoned. The catalogue even assured parents that the special vacation train for Indiana students from campus to the Pittsburgh Union Station "is chaperoned by teachers."

Despite this presence, the Roaring Twenties edged into the Normal students' life.

HOBBLE, GOBBLE, RAZZLE, DAZZLE!  
SIS, BOOM BAH!  
INDIANA NORMAL!  
RAH, RAH, RAH!

The foundations completed, the collegiate scene was at hand.



*Students in the early twentieth century enjoyed the benefits of expanded and improved athletic facilities. These tennis courts were on the south side of the Oak Grove beside John Sutton Hall.*





*The "Greek Steps" once led to a rose bower. They were part of Dr. Ament's neoclassical beautification efforts.*

*Training school pupils and their student teacher take advantage of a warm autumn afternoon to study under "The Oak" on East Campus.*







*One of Miss McElhaney's art sketching classes traversing Two Lick Creek, circa 1914.*



*A group of ISNS's seniors visiting the nation's capital.*



*The new Clark Hall continued to serve as a men's dormitory until 1923. A sense of style as well as the occupants' future college aspirations are evident.*



*A group of seniors are off early in the morning on a sleigh ride—perhaps to Ruhe Station. The outing was a traditional part of the Seniors' activities between 1900 and 1920. For their special days seniors were dismissed from classes, treated as distinguished guests at Chapel, and given the places of honor at dinner.*



*The eagerly awaited YMCA Strawberry Festival on Sutton Hall's east lawn, circa 1914.*



*Tree-shaded "East Walk" became affectionately known as "Lovers Lane."*



*The Power Plant was built in 1913. Modifications and additions have not removed its chimney's proud proclamation.*





*Theodore B. Buchholz was the editor of the 1912 Sophist, the first student newspaper. After the demise of the Sophist the next attempt at a news publication was the distribution of typewritten pages containing the school's news whenever enough information was available. The Penn was first published in 1926 as a weekly and was sold by subscription.*



*ISNS students, supervised by critic teachers, honed their skills teaching Training School students. Multiple activities were taking place in this Wilson Hall classroom.*



*Looking down North Walk toward Leonard and Wilson halls the sight of the wagon reminds one that the president's family lived in Sutton Hall.*



*Dr. John A. H. Keith, ISNS's ninth principal and ISTC's first president (1917-27), was noted for his idealism and professionalism. He helped to elevate standards in pursuit of collegiate status. Not only was there improvement in course content but also there was an elevation of faculty quality as the first ISNS professors with earned doctorates were hired. While Dr. Keith enjoyed a national reputation, having taught at the Illinois Normal School at Normal, Illinois, at the Northern Illinois Normal School, and Columbia University's Teachers College, and had served for over a decade as principal of the State Normal School at Oshkosh, Wisconsin, he remained a modest and humble man. The Keith family was affectionately accepted as part of the Normal family and on January 17, 1927, the "whole school turned out" as they boarded the "Fisher Special" train at Campus Landing to travel to Harrisburg. There Dr. Keith, the newly elected Governor Fisher's nominee, was approved as state superintendent of public instruction.*

*The first known "aeroplane view" of campus, circa 1919, shows John Sutton Hall with its annexes, Thomas Sutton and Clark halls to its west, the expanse of Sports Field, and Leonard and Wilson halls along North Walk. Standing on the foreground side of the railroad tracks are the Power Plant and one of the school's water towers. The houses along Grant Street and, what is now Eleventh Street were being used to house coeds. To the east of Leonard and Wilson is "East Campus" where the "Swing-Out" activities were held.*



*The 1918 "Middlers" (junior class) participate in "Swing-Out" activities on East Campus. Although Swing-Out events were altered through the decades, the tradition linked Indiana University of Pennsylvania to its Normal School heritage until Swing-Outs were terminated in the 1970s.*





*These Preparatory Course students were attending the Normal School in preparation for college matriculation, circa 1919.*



*The 1921 Indiana Marching Band, the school's first, was another instance of the developing collegiate spirit.*



*As ISNS's enrollment increased there was need for more student housing. Clarence Cottage was used for housing women.*



*The Music Conservatory, located on the third and fourth floors of Thomas Sutton Hall, became an integral part of ISNS.*



*McClellan C.  
Gordon teaching  
one of his math  
classes.*



*Kitchen gardening was part of the Domestic Science program.*





*Students depart the P.R.R. Christmas Vacation special at "Campus Landing." From the earliest days the railroad provided transportation for many ISNS students. Because the branch line from Blairsville terminated at Indiana without a turn around facility, the trains switched directions on a siding south of town and backed into Indiana.*





*Graduation ceremonies in the Oak Grove.*



*"The Fountain" stood east of Sutton Hall. Only the base remains in place between McElhaney and Ackerman halls. Besides being a favorite setting for photographic poses, it inspired young poets. One wrote:*

*Its tinkling, laughing, happy chime seems  
like youth's unending chant,  
Its ever upward flow like young forces  
leaves no room for "can't."*





*By the 1920s the East Walk, canopied by its trees and flanked by its myriad flowers presented a lovely entranceway to the campus.*



*The earliest-known photograph of "The Building" atop its rocky battery reveals a barren stateliness amid scattered plantings and beside an immature Oak Grove.*

## JOHN SUTTON HALL: *A Victorian Centerpiece*

"Memories."

From dedicated alumni to casual visitors, from professors emeriti to recently matriculated freshmen, nothing symbolizes Indiana University of Pennsylvania as much as John Sutton Hall. From its beginnings as Indiana State Normal School's only building, when it was described as "noblest of the normal schools of this state . . . the noblest one, the best equipped in America," to its present status as a National Landmark, John Sutton Hall with its bell tower has been the focal point of the institution.

For the visitor it may be difficult to sense Sutton Hall's former roles. Initially it housed not only the administrative offices but also the principal's living quarters, not only the classrooms but also the faculty's residences, not only the student's dormitory rooms but also all indoor recreation facilities, not only the dining hall but also the science laboratories, not only the literary societies' rooms but also the laundry facilities, not only the chapel but also the domestics' quarters, not only the bookstore but also the kitchen, and not only the library but also the music rooms.

Originally known as The Building and then as Main Building, John Sutton Hall was designed to conform to Normal School architecture by James W. Drum, a Pittsburgh architect and a former Indiana resident.

Construction began in spring 1873. Reports in the local papers kept those who could not visit the site abreast of the progress. The public was informed "the front of the building is 260 feet; depth 165 feet; basement walls (stone) 2 feet thick . . . outside brick walls 18 inches. The chapel floor rests on top of first

story, and extends, or will extend to the top of the third." The report also relayed the tally that "about one million one hundred thousand bricks have thus far been placed in position," and "nearly as many more will be required before the work will be completed." It claimed that the total to be used was "enough, really with which to construct an ordinary village; many more than some towns in Pennsylvania contain." The contractors had built a refractory on site to manufacture the bricks.

By the end of summer 1874, completion was within sight. On September 24, the editor of the *Indiana Progress* proclaimed that the "Normal School, now building in this place is the largest and most complete building used for that purpose in the State."

But completion was not necessarily attractiveness. Miss Leonard, remembering her early, bleak sentiments, wrote that "we looked about on the rocky battery that surrounded our new building, and wondered if we should ever be able to grow a geranium on such an unpromising ledge." She would later observe that "the trees we have planted, and the vines we have trained . . . already make us glad with the glory of each returning spring, and the grading we have done, and the station we are promised at the foot of our own grounds. Oh, while our oaks have grown older and we wiser, to make no more painful admission, our grounds have certainly become more beautiful."

The Normal's first catalogue proclaimed "the building is remarkable for its being well lighted, well ventilated, and for its general air of cheerfulness," and is "unquestionably the best building of its kind in the United States."





Over the decades Sutton Hall underwent major architectural transformations. During the early twentieth century its north and south wings had annexes appended, and eventually balconies built on the end of the north annex. The original Recreation Hall, first a dining hall and then an activity room, was beautified to be used as a social hall and expanded in size with the addition of the ambulatory. Its south wing was connected, first by a wooden, later by a brick, passageway to the Thomas Sutton complex.

As the campus physical plant expanded John Sutton Hall lost some of its all-purpose role. The purchase of a fairground building removed its need to house a gymnasium, but cultural activities continued to take place in its "Rec" hall. With the completion of the Boy's Dormitory it lost its male residents, but would retain its role as the girls' dormitory into the early seventies. The erection of the Model School (Wilson Hall) discontinued its use first as a Model School and then as a library. The building of the Thomas Sutton Hall complex ended its use as a dining hall, kitchen, and dish room. Both Wilson Hall and Leonard Hall transformed its classroom functions. In the early 1960s, the administrative offices were moved to Clark Hall. Even its role as the presidential residence was temporarily discontin-

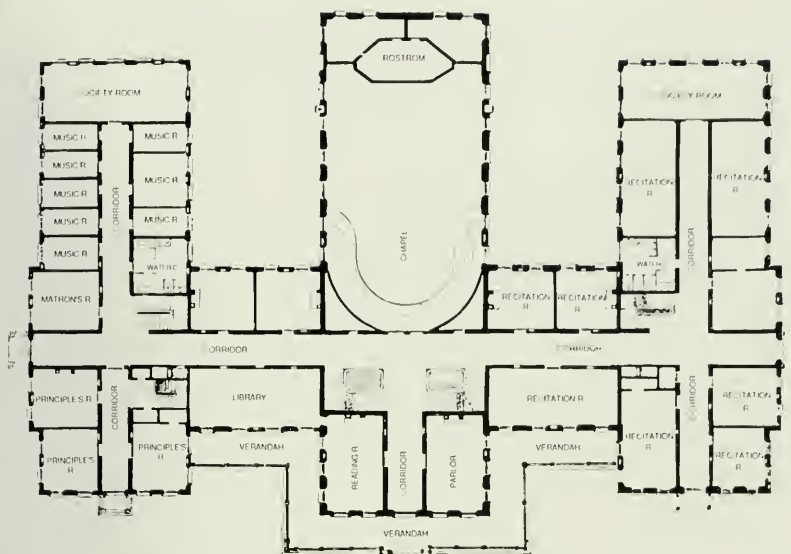
ued in 1969 when Dr. W. W. Hassler, the university's president, chose to live in his personal Indiana home.

Its very existence was threatened when the university began to consider the erection of a new library. The desire to place the proposed library at the center of the campus accompanied by the maintenance problems and costs of the Sutton complex supported a decision to demolish both John Sutton and Thomas Sutton halls. (State funds were insufficient to renovate both the building and build a new library.) On July 19, 1974, John Sutton Hall was "approved for demolition."

As hope of retaining John Sutton Hall dwindled, concerned alumni, friends of the university, and members of the university community formed the Committee to Save John Sutton Hall. The Sutton Committee engaged Landmarks Planning, Inc., a Pittsburgh firm specializing in restoration of landmark buildings, to conduct a feasibility study. Simultaneously, the Sutton Committee engaged in a modest fund-raising program and worked to prevent the demolition of their cherished heritage. They applied for the inclusion of John Sutton Hall in the National Register of Historic Places and initiated a directed campaign.

Landmarks Planning, Inc., concluded that

*Main Building's second-floor plan.*



the building could "continue to serve Indiana University of Pennsylvania, and economically so, for many years." The Sutton Committee began to work with the university's Board of Trustees to save John Sutton Hall and on September 17, 1975, John Sutton Hall was placed on the National Register of Historic Places. It was a momentous event for the building's future.

Inclusion on the National Register meant that the project to save John Sutton Hall was eligible for grant monies for restoration; an added incentive to restore the building emerged. On October 3, 1975, the Board of Trustees voted unanimously to support the preservation of John Sutton Hall.

The decision, however, was only a beginning. Approval to use all four floors of John Sutton Hall for offices and to allow the lower two floors for assembly purposes had to be obtained from Pennsylvania's Department of Labor and Industry. Monies had to be raised for the restoration costs since state funds were limited to institutional style renovations. In March 1976 the Department of Labor granted the usage permission, but required modifications to the building. In 1977 the Board of Directors of the Foundation for Indiana University of Pennsylvania accepted the fund-raising challenge for the "John Sutton Hall—A Victorian

Restoration" campaign. A two phase goal of \$700,000 was established as the Foundation's first capital campaign.

In 1979, to make room for Stapleton Library, the John Sutton Hall extensions and all of Thomas Sutton Hall were demolished. Using funds raised from the private sector and with the judicial use of state funds the restoration project was completed. On the first floor the main hallway, the Blue Room, and the East Parlor were restored and refurbished in the Victorian style. The north wing of the first floor, which originally housed the Model School, was dedicated as the University Museum. Administrative offices on the second floor were renovated in the Victorian mode and the basement, the third and the fourth floors were converted into administrative and faculty offices. The former second-floor chapel was converted into a beautiful Victorian hall; its opening as Gorell Recital Hall on November 8, 1981, essentially concluded the restoration project.

Today John Sutton Hall reigns over the Indiana campus as its Victorian centerpiece. Its presence rekindles and builds memories.



*It was years before the student population could fill the Chapel. The assembly room has served a variety of different functions down through the years; it still does as the remodeled Gorell Recital Hall.*



*The principal's apartment has provided the living quarters of all Indiana's presidents except Dr. Hassler who chose to continue living in his borough home.*





*Originally the Dining Room, the present Blue Room served as Recreation Hall in the truest sense of the word as indicated by the physical culture class.*

*The free-standing fireplace gave the original Blue Room both a unique and a romantic character; there was an elegant atmosphere.*



*John Sutton Hall over its long history has been home to thousands. These rooms served Indiana's students from the earliest days to 1974 when the decision was made to demolish the building to make way for the new library. What tales the walls could tell!*



*Faculty were granted accommodations in John Sutton Hall as part of their compensation package.*



*The faculty and students gather in one of John Sutton's classrooms, circa 1894. A poignant reminder of the totality of student life within the one building.*





*The bookstore provided students, rather isolated at "School on the Hill," with needed supplies.*

*Originally the library contained little but textbooks and various Pennsylvania's newspapers.*





*The grand staircase contributed to the building's ambience.*

*The splendid Victorian ambulatory was built during the Ament administration. It wrapped around the former Dining Room which, with the completion of Thomas Sutton Dining Room, had become Recreation Hall.*





*The infirmary was located on the sunny south wing of the fourth floor.*



*The Smoking Room, in the basement, also provided spittoons for those who preferred smokeless tobacco.*





*The veranda served as a social center during the delightful days of spring and autumn.*



*Posing at the window was one thing, but most students were thankful that they did not have to use that exit as a fire escape route. In case of fire, before climbing out the window, they would have to lower the iron ring and strap devices by which they would then descend to the ground.*



*The East Lawn was a favorite photographic spot. The State Normal School name above the central wing's third floor gave the scene its proper identification.*



*A customary winter view—no matter the decade.*

*The Sutton north steps have, down through the years, been the site of countless group photographs. For ISNS students the pediment over the porch roof proclaimed the location.*







*A bird's-eye sketch of the complete Sutton complex with the original Sutton Hall, its completed annexes, the Tower, and Thomas Sutton Hall.*



*An aerial photograph, taken from a western perspective, reveals the extensiveness of the Sutton complex.*



*The interesting western facade of the southern portion of the Sutton complex with the distinctive round tower on the southern annex and Thomas Sutton Hall which housed the Music Conservatory on its third and fourth floors as well as the Dining Room.*



*The girls' suites in the annex additions to Sutton Hall provided more spacious accommodation than the rooms in the original dormitory.*



*The fire escapes of the Sutton annex created interesting photo scenes.*





*The balconies on the west front of the north annex were a distinctive feature.*



*The Sutton Dining Room was the scene of many memorable moments. William Jennings Bryan, in the upper left quadrant, was one of many honored guests.*



*A dreamy scene: a student communes with the Sutton Bell Tower.*

*Yes, at one time there was a real bell. Many recall its ubiquitous ringing.*







Through the decades there have been many remodeling projects. In 1950 a new floor was laid in Recreation Hall.

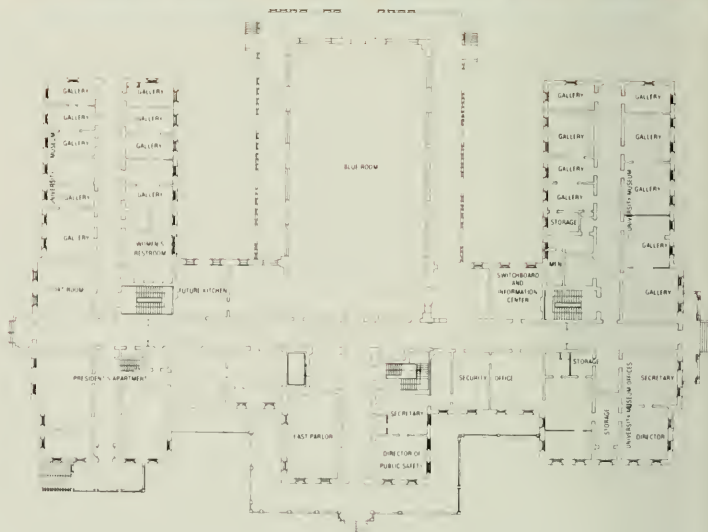
Christy Swartwood (275-52-7418)  
 lived here 1972-1973. This  
 room suited me well. It was  
 a single room. It's seen many  
 laughs, and many tears. I'll  
 miss it as I'll miss John.  
 Sutton Hall. It's a friendly  
 place.

Christy A. Swartwood!

Graffiti, on the inside of a Sutton Hall dorm room closet, was found and photographed during the restoration project. Like many, Christy thought it was a final good-bye to a John Sutton Hall destined for the wrecker's ball. Photo courtesy David Young



*The "John Sutton Hall - Victorian Restoration" project reduced the building to its original dimensions but kept the ambulatory around Recreation Hall (currently designated the Blue Room).*

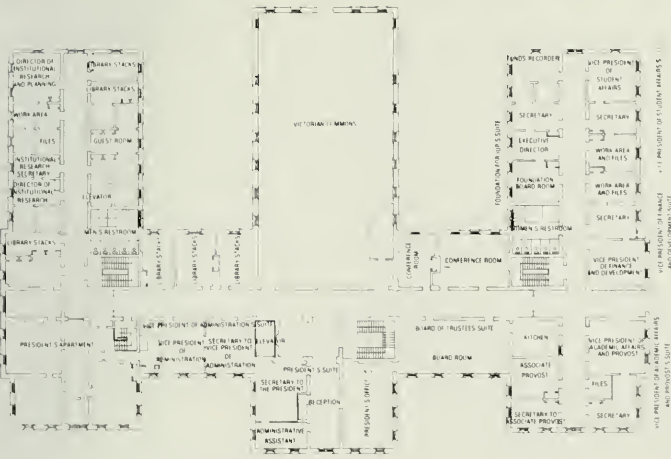


*The first floor plan of the Sutton Hall restoration project.*



*The Blue Room, with its quiet elegance, currently serves many functions: from receptions to black-tie dinners; from academic presentations to "Love and Care" distribution; from meetings to memorial services.*

Photo courtesy IUP Publications  
(Wakefield)



*The restoration project's second-floor layout.*



*The John Sutton Hall restoration project transformed Chapel Hall into the widely acclaimed Gorell Recital Hall. Its seating capacity has been reduced from the original thousand to under three hundred. Photo courtesy IUP Publications (Wakefield)*



*The President's Apartment continues as the official residence of the university president. Photo courtesy IUP Publications (Wakefield)*



*Over the years John Sutton Hall, captured here by the camera of A. Aubrey Bodine the legendary photographer for the Baltimore Sun, has aged gracefully. Thankfully it will continue to provide memories for future friends.*



*Mildred Hardy, Indiana's Most Athletic Girl of 1927,  
epitomizes the collegiate atmosphere on the late 1920s.*



## INDIANA STATE TEACHERS COLLEGE

### *The Collegiate Era*

### 1927–1948

The name change from Indiana State Normal School to Indiana State Teachers College was more than cosmetic. Simultaneous with state ownership in 1920 had occurred an increase in admission standards, curriculum revision including extension to a four-year program, and the right to grant college degrees. The future was bright with promise. A lack of adequate funding during most of this era, however, limited curriculum, faculty, and facility growth. Continued progress, moreover, was affected by the Great Depression and World War II which forced the United States to reorder its priorities.

Following state ownership, the school, no longer proprietary, was limited in its funding to state appropriations. But for most of the twenties, as the American economy enjoyed an unprecedented prosperity, the financial condition of the state-owned college was strong. State ownership even buffered the college during the first two Depression years; because during that period the Pennsylvania legislature developed two-year budgets, it had already made its biennial appropriations when the Depression struck in 1929. With the next legislative budget session, however, the state legislature chose not to continue financially favoring its newly acquired institution.

In 1931 budget cuts of 10 percent followed by a 10 percent reduction a year later caused serious financial restructuring within the state teacher colleges. Speculation flourished that four of the fourteen state teacher colleges would be closed and that local Boards of Trustees would be abolished. And appropriation reduction continued: over 32 percent in the 1933–35 biennial.

While the state-owned institutions fiscally suffered, legislators increased appropriations to the Pennsylvania State College (now the Pennsylvania State University), the University of Pennsylvania, and other private colleges in 1931–33 biennial and then reduced the increases by only 9 percent in 1933–35 biennial. The legislators were being heavily pressured by the public school directors, the other colleges and universities, and even the public school teachers. Indiana's only recourse was severe budgetary measures: a 10 percent reduction in faculty salaries, a freeze on faculty and staff hiring, the retrieval of granted paid faculty leaves for professional development, the termination of specialty offerings, and the introduction of "contingency" fees charged to the students.

Some help came from the Roosevelt administration's New Deal programs. The National Youth Administration (NYA) sponsored academically able students; at Indiana 159 NYA students and the college received stipends. The Works Progress Administration (WPA) funded alterations and additions to the physical plant.

Even the state assisted to mollify the last years of the Depression's impact. Governor Earle's attempts to ease a political firestorm that he had created at Indiana resulted in dispersal of extraordinary "conscience" money! In 1936 as the recently elected Democratic governor, George K. Earle appointed a new Indiana Board of Trustees which immediately precipitated a crisis by the removal of Dr. Foster, the college president; William Schuster, the college bursar; and two department heads. Although Indiana's faculty and alumni protested to the governor, the state attorney general, the state

Democratic chair, and the Board members, the Board held firm. Dr. Samuel Fausold, the deputy state superintendent of public instruction, was elected Foster's successor.

Attempting to calm the uproar, the Earle administration authorized funds for the first extensive series of building projects since the first decade of the twentieth century - this at the depths of the Great Depression. A shop building, an annex to the Thomas Sutton Dining Hall, a laboratory and demonstration school, and an auditorium were constructed. Additionally the Board restored faculty pay to previous levels. None of those gestures, however, improved campus opinions concerning Governor Earle and Dr. Fausold, who resigned in February, 1939.

While the financial problems of this era were paramount, the college continued to build on the Keith administration's educational progress. Admission requirements had been raised: admission after 1920, required high school graduation or equivalency certificates. The curriculum revision aimed at raising the curriculum to a collegiate standard heightened the emphasis on professional education courses over subject matter courses. In 1924, in an effort to upgrade the faculty, the school hired its first faculty members with Ph.D.s.

Dr. John A. H. Keith assessed the "substantial progress": "the curricula as a whole and the courses that go to make them up, have been made more serviceable to prospective teachers and have been lengthened to four years of post-high school work with degrees available under reasonable standards. The standards for entrance have been raised so that Indiana is regarded as a higher institution instead of a competitor in the secondary field."

In January 1927 following Dr. Keith's appointment to state superintendent of public instruction, Dr. Charles R. Foster became Indiana State Teacher College's tenth president. Within three months on March 24, 1927, the institution officially became the Pennsylvania State Teachers College at Indiana.

With elevation to a degree-granting college, Indiana's purpose officially narrowed. Act 309 of 1929 defined the purpose of the Pennsylvania State Teachers Colleges as "the education and preparation of teachers," although it allowed the admission of "other students than those preparing to teach." As the reality of the Depression ended the educational boom pe-

riod in America and as the effects of the Depression were exacerbated by the eruption of World War II, economic stringencies, enrollment decreases, psychological fears, political wars over limited funding, and a surplus of teachers competing for lower-paying Depression jobs significantly adjusted the official single purpose role of the state teachers colleges. The college accepted all academically able students regardless of their goals. Indiana students prepared for careers in other than the teaching profession, especially those who pursued degrees in the Business Education and Social Studies Departments.

In addition, new programs were needed for a college streamlined for the war effort: accelerated programs, military training courses, and shifts in emphasis to physical activities. The wartime curriculum offered a preflight training course for members of the armed forces, a cadet nursing program for nonmatriculated students, and a vocational flight-training program, physical fitness preparedness courses, and accelerated programs for the college students.

The brief lull between the Depression and the United States' entry into World War II, however, proved time enough for the launching of a more professional approach to the task at hand. From June 1939 to June 1942, Dr. LeRoy A. King, the college's twelfth president, directed the college to its Middle States accreditation. Professional work was stiffened to improve the teacher-training program. Through internal evaluations departments defined their purposes, raised standards, and improved academic procedures and measurements. Accreditation legitimized Indiana's collegiate status.

The collegiate spirit, which had penetrated the Indiana campus during the Normal School's last decade, intensified during the State Teachers College era. Consider Freshman Customs adopted in the 1930s. Freshman Customs initially lasted until the Christmas vacation, later it lasted a month and finally only two weeks. Women were required to wear mismatched socks and hair ribbons, "pigtails," and skullcaps most days and on Monday and Tuesday to wear no make-up or jewelry; that dress code was removed on "Glamour Day" and "Baby Day." The men had to wear their trouser legs rolled up, black socks, and "dinks." Women curtsied to their "superiors" in the

upperclasses and men had to doff their dinks; both were required to sing the college songs on demand. Violation brought punishment, including paddling. A tradition grew that on the last Friday night of Customs the freshmen, led by pajama-clad males, paraded to the Indiana courthouse where they performed the college cheers and songs, much to the delight of the amused townspeople.

However spirited, life on campus was closely regulated. Breakfast was 7:00 to 7:30 a.m. (except for Sundays when it was at 8:00 to 8:30), lunch at 12:20 (except for Saturday when it was at 12:00) and dinner at 6:00 (except on Sundays when it was at 1:00 p.m. with tea at 5:45), and Study Hours (with students in their rooms) were 7:15 to 9:45 p.m. (later shortened to 9:15). At 10:00 p.m., Quiet Hours began with students in their rooms—"Baths are to be taken before 10:00 p.m." Car riding was not permitted after 6:00 p.m. Anyone leaving the dormitory after 7:30 p.m. had to register—"sign out and sign in."

Extracurricular activities gained in significance. Sharkey's was the place. Wrote a student:

I must go down to Shark's again to the  
place where I'll be gay,  
And all I ask is a bag of gold and a friend  
to lead the way.

When Sharkey's went out of business, the Dairy Dell (later "Joe Deeds") with its fountain and snacks, juke box, and pool table became a refuge for students between classes. Pipes and cigarettes became symbols, but never on campus by coeds or by anyone on the North Walk. Couples, at least in the daytime, were more frequently seen pursuing the "mysteries and deliciousness" of "Grovelogy" on benches in the Oak Grove (faculty were assigned to "bush patrol" during dances). Coats and ties still dominated the dress and were required in the Dining Room (after the war, male students were allowed to be more informal in classes). Indiana women continued to be required to wear hats and gloves when they strolled off campus despite the expression that "today we walk about the campus in happy companionship, enjoying the privilege of a more modern conception of social life."

Another "more modern" concept was student involvement in aspects of governing their

campus lives. The Student Council, instituted in the fall of 1930, held closed meetings and discussions under faculty supervision, and presented student opinion to the administration. Its early achievements included lengthening the dancing period on certain nights (1931) and the introduction of a social period on Friday nights (1935). Similarly, the Student Cooperative Association, formed in 1933, collected and determined the distribution of the student activity fees and supervised the management of the cooperative bookstore.

Intercollegiate athletics became more prominent. Students flocked to the athletic field, "Brave Field" as it sometimes was known, on autumn Saturdays for football games and to Waller Gym, a basketball snake pit, on winter evenings. More men's varsity sports were added: tennis, cross-country, soccer, wrestling, and boxing joined baseball and track, football and basketball. The women's programs did not expand but women's basketball continued to be played.

Intramural athletic competition, male and female, developed. Contests included mushball, rifle, volleyball, football (six-man teams), rifle, ping-pong, foul-shooting, horse-shoes, archery, and tennis. Winter activities were also part of the intramural program, especially after the Lodge with its fireplace was acquired.

College motifs were established. Homecoming became an Indiana tradition with organizational floats appearing in the Homecoming parade. The marching band was prominent at the football games and in local parades. The Indian mascot was established and the sports teams became the "Indians."

Dramatics and musical productions continued to be major events on campus. Distinguished lecturers and performers and local dramatic productions enriched the cultural life. The Leonard Literary Society, born with the disbanding of the old literary societies, often had membership nearing eight hundred students. Classes and fraternities staged plays, including occasional productions during summer sessions. Movies at the Ritz Theater downtown and on campus, shown in Recreation Hall and at the Lodge, became popular pastimes.

Music remained a popular form of relaxation and entertainment. In 1927 there were a Chorus and a Vesper Choir, followed by a Men's





*The Indiana State Teachers College band steps out on its football parade route. The collegiate scene at Indiana was at hand.*

Glee Club, a Mixed Chorus, A Cappella Choir, a Symphonic Choir, and a Lyric Choir. Joining the Orchestra were a Chamber Quartet and a String Quartet. These groups performed publicly with operettas among the favorite campus productions.

In addition, two longtime Indiana passions continued—the dances and the outings. Dances followed the established tradition of the Senior Prom and the Junior Prom, (joined by a Freshman Prom in 1945 held by the famously active 49ers class), the Pan-Hellenic Dance, and fraternity dances. The Saturday nights social, still limited to an 8:00 curfew, declined, replaced by dancing in the Recreation Hall almost every evening during the recreation hour following dinner.

During the State Teachers College era the new professional emphasis made clubs almost as important as the class organizations. The Prigrind Club (for the students studying primary education), the Intermediate Education Club, the Junior High Club, the Secondary

Education Club, the Home Economics Club, the Art Club, the Geography Majors Club, the Social Science Club, the Sci-Hi Club, the Pen and Scroll Club, the Edwin Robinson Poetry Club, the Mother Goose Club, the Science Club, and the Mathematics Club were among the longest in existence.

The Lodge property, purchased in 1926 and described as “a beautiful big farm three miles northwest of the campus,” became a favorite spot for class and club outings. Picnics, skiing, parties, football and baseball games, donkey rides, blanket toss, and rope pulls highlighted the fun.

The collegiate era was the age of fraternities and sororities, both honorary and social, with aspects of the collegiate movement emphasizing fellowship, character, and well-roundedness in a society that reached beyond the classroom. While social fraternities had been established during the Normal School period, the real expansion of the movement came with the State Teachers College, reaching a peak of



*Alice Clements received the first college degree from Indiana.*

ten groups. As the social fraternities grew, so too did the honorary fraternities, with Kappa Delta Pi, Alpha Phi Gamma, and Gamma Rho Tau among the first of the eight established.

Religious organizations continued to flourish. Joining the YWCA and the YMCA were denominational religious clubs: the Presbyterian, the Newman, the Lutheran, and the Orthodox.

With the war, however, came a disruption of the collegiate scene. Faculty and students, both male and female, joined the military; enrollment dropped to a post-nineteenth century low of 733. The distribution of the genders was drastically affected, in 1942 the male student population consisted of seven seniors, one junior, two sophomores, and five freshmen: it was "Women, Women, Everywhere." Intercollegiate athletics faltered, then halted; male fraternities were reduced to one, Sigma Tau Gamma with a skeletal membership of eight; social interaction was hindered; the marching band became an almost all-female



*College students, perhaps even BMOCs, enjoyed the ambiance of campus from both the front seat and the rumble seat.*

unit; and Homecoming was cancelled in 1943. Besides the lack of a male presence the war was noticeable because of the blackouts with no lights after 8:00 p.m. and blankets covering the windows, air raid drills, student volunteers working in the Red Cross room to aid the war effort, and the John Sutton Hall booth selling saving bonds and stamps.

Following the Allied victory Indiana State Teachers College quickly returned to a more normal course. A year after the conclusion of World War II the college sought, and received, formal approval to offer other instruction besides teacher education. A cooperative arrangement was even attempted with the Pennsylvania State College to offer courses that paralleled the first two years of their liberal arts curriculum. The enrollment swelled as returning world war veterans, financed by the GI Bill, descended on Indiana.

Indiana quickly experienced a revival of the collegiate spirit and the introduction of major changes.

*Football action on Memorial Field against Pennsylvania State Teachers College opponents enlivened the college weekend activities.*



*Dr. Charles A. Foster. Indiana's tenth president (1927-36), guided the State Teachers College's first decade. He had served as the assistant superintendent of Pittsburgh's public schools. He and the institution had to weather the impact of the Depression and its aftermath. Dr. Foster, however, was unable to survive the partisan political struggle that reached from Harrisburg into the ISTC Board of Trustees. He became a casualty of political intervention.*



*In 1937, Dr. Samuel Fausold, Governor Earle's deputy state superintendent of public instruction, was inaugurated as ISTC's eleventh president (1937-39). Fisher Auditorium, with a seating capacity of 1,600, and Keith Laboratory and Demonstration School were completed during Fausold's tenure. Ill health forced his resignation.*





*The Swing Out Queen and her court were a central focus of Swing Out week.*



*Freshman students receiving proper instructions on "bowing" from a member of the customs tribunal.*



*"Everyone" it seemed made it across the street to "Sharkey's," or to "The Dell," or to "Barclay's," or to "Joe Deed's." The campus's class break hangout changed hands a few times through the years.*



*Smokes and cokes were very much part of the college aura. Coeds had to avoid being caught smoking in public by Hope Stewart the dean of women.*



*What could have been more collegiate than fraternities. Several off-campus residences served as fraternity houses.*



*Couples enjoying the intermission during the Freshman Prom. Formal campus dances kept the campus social life lively and controlled. Eventually each class sponsored a formal dance.*





*The Bicycle Club was part of the organized leisure-time activities of the era.*



*The Equestrian Club provided another non-class activity.*



*The flooding of an area next to McElhaney Hall provided the campus with its own ice-skating area in the winter.*



*The College Lodge and its 104 acres provided a center for many social and leisure activities, from informal dances to skiing, from parties to organizational meetings. The property was frequently used for academic field trips. The lodge itself was "rejuvenated" during the Fausold administration.*



*Students and faculty warm themselves before the fireplace at the Lodge.*



*The critic teachers of the Training School pose on Sutton's north steps.*





*The library staff, whose base of operation shifted from Sutton Hall, seen here, to Wilson Hall were the friends of all students finding their way through class assignments.*



*Modern technology was incorporated into college life. Chapel Hall was the origination site for the broadcasting of a weekly radio program over WHJB of Greensburg.*



*The membership in the Junior Chamber of Commerce provided an indication of ISTC students' professional interests.*



*National figures were welcomed to campus. In 1936 ISTC students turned out for Admiral Richard E. Byrd's entrance into campus.*

*Dr. Leroy A. King, Indiana's twelfth president (1939-42), came to Indiana from the University of Pennsylvania faculty. He was instrumental in involving the faculty in more institutional decision making as he strove to upgrade the quality of Indiana's education program. Accreditation by the Middle States Association legitimized the institution's collegiate status.*



*Dr. Joseph M. Uhler, elevated from the faculty to be ISTC's thirteenth president (1942-47) following the untimely death of Dr. King, shepherded Indiana through the years of college attrition caused by World War II.*



*Students gravitated to the radio and the newspaper as they followed the course of international events.*



## AIR RAID INSTRUCTIONS

The signal for an Air Raid Alarm, known as the "Alert" signal, will be the intermittent ringing of the class bells. The bells will ring for 15 seconds, pause for 5 seconds, ring for 15 seconds, pause for 5 seconds, etc., for approximately 5 minutes. All "Clear" signal will be the continuous ringing of class bells for 2 minutes.

Upon hearing the "Alert" signal the warden or instructor will immediately organize the class and proceed to the nearest Air Raid Shelter. WALK, do not run. Certain students have been assigned to specific duties or posts and will be excused immediately. These include Fire Watchers, Auxiliary Firemen, First Aiders, etc.

The following rules are to apply to the various buildings located on the campus.

### **John Sutton Hall**

Students on all four floors should leave rooms, close doors, and go to main corridor on the floor. Corridors must have a clearance near each exit of at least thirty (30) feet. This clearance regulation shall apply to each corridor used as a shelter. It is advisable that heavy coats be worn to the shelter. Kitchen and dining room employees should go to the basement of John Sutton Hall, south side of the building.

### **Clark Hall**

Third floor occupants should move to the second floor corridor and remain there. All students occupying the second floor should remain in the corridor. Employees in the basement must move to the east end of the basement corridor.

### **Leonard Hall**

It is to be noted by the Air Raid Warden that this building has a cone roof and contains the chemistry department where explosives are stored. First floor classes should go to the basement, second floor classes should move to first floor.

### **Wilson Hall**

Students must leave second floor and gather in the first floor corridor.

### **Muse Department**

This department must be vacated entirely owing to the

*College life during the war years was altered.*

*Campus efforts were organized to provide the military men and women with news from the home front. The Indiana Penn was mailed to ISTC students serving in the military.*





*Uniforms became a part of the campus scene.*



*Shortly after the war, the Honor Roll was installed at the Greek Steps to recognize the 825 from the college who had served in the armed services. Twenty-eight ISTC students had given their lives.*



*Individual sport stars are numerous in Indiana's athletic history. Dan Martin of the 1911 baseball team perhaps leads the style league.*



## THE THRILL OF COMPETITION

Little challenges youth as much as sports competition. That challenge of competition has infused the Indiana campus throughout the school's history. In the beginning only baseball was available; today eighteen intercollegiate sports teams and an extensive intramural program feed the spirit. During ISNS's first year, students formed a baseball team and competed against "the locals" without success; in the 1989-90 season the university's baseball, football, golf, gymnastics, and men's cross-country teams participated in national tournaments.

The history began with a baseball team and before the turn of the century ISNS had added football and women's basketball. Kiski Prep became the great rival in the first decades, when the Normal School was not yet a college and Indiana was competing against "first class" high schools, such as Johnstown, Latrobe, and Jeannette, as well as independent athletic clubs and YMCAs.

It was during the principalship of David J. Waller, Jr., (1893-1906) that athletics emerged supreme. Waller was immersed in the intercollegiate sports craze gripping the country at the turn of the century and supported improvements of the Sports Field's facilities, including a covered grandstand, and recruitment of athletes. Talented performers received free room and board if they agreed to compete for ISNS and to abide by the institution's rules and regulations; their tuition was free, if they took classes. In those unregulated times coaches not only trained and directed the teams but played as well. By 1911, however, following the lead of the American colleges, ISNS was withdrawing

from that "professional" approach.

In the early twentieth century a number of prominent American athletes graced the campus. Collegiate football All-Americans Edwin K. Wood and Frank Mt. Pleasant, who was also a member of the 1908 USA Olympic track team, coached, and outstanding competitors such as Art Rooney and John Brallier, who later earned legendary places in professional football, starred. There was institutional success: the 1917 football team captured the mythical national championship with a victory over Michigan's Kalamazoo Normal, 40-0.

ISNS also earned a reputation in track. Several mile-relay teams—1911, 1918, 1925—captured championships at the famed Penn Relays. In 1914 ISNS's sprinter R. A. Carroll established a world record of 6.2 seconds for the 60-yard dash; he set the mark at the fabled Duquesne Gardens during the Middle Atlantic championships.

Sports helped to generate collegiate spirit among the student body. College yells and cheerleaders appeared, joined by "Bon Fires" and "Snake Dances." Large crowds lined the Sports Field for football and spilled out of the grandstand for baseball. An estimated six thousand spectators watched the ISNS baseball team play a touring Chinese National Team, which actually was a collection of Hawaiian semiprofessionals.

With the institution's elevation to college status came improvements in its athletic facilities. The indoor facilities, mainly a basketball court, had first been located in The Building and then in a fairground building which had been moved to campus. A new gymnasium (later dedicated Waller Gymna-

*One of the earliest improved sports facilities was the baseball field with its covered grandstand. It was a product of the athletic emphasis of the Waller administration.*



sium) opened in 1928. The gym featured not only a basketball court—on which the 1933–34 ISTC team earned a state championship—but also a swimming pool. Federally funded Depression-era projects upgraded the outdoor facilities as well.

It was on the Sports Field turf that some of Indiana's most memorable football exploits occurred, including those of the undefeated and untied 1934 football squad—a season unrivalled in Indiana history—and of the 7–0–1 1940 state champion team. Also during the collegiate period, ISTC teams became known as the Indians (1928) and the Indian mascot appeared (1937).

When Indiana and its sister institutions, who for some time had been playing against each other, achieved collegiate standing they immediately elevated their schedules. Eventually, in 1951, a Pennsylvania State Teachers College Athletic Conference, a single league of fourteen teams, was founded. Indiana's only championship in the PSTCAC was captured by the 1959–60 basketball team. Following that season the conference was divided into two divisions, west and east. Indiana experienced

some success in both football and basketball in its division, winner of nine consecutive western division basketball titles from 1954 to 1961 and two football titles in 1964 and 1965 and won two state championships, baseball in 1960 and golf in 1964. After the 1965–66 season IUP, then PSTCAC's only university, withdrew from the conference.

Meanwhile other varsity sports had been added: cross-country (1930), tennis (1934–35), boxing and wrestling (1940–41), golf (1949), swimming (1950), and soccer (1953). The distaff side did not fare as well—women's basketball, Indiana second oldest sports program, was discontinued after the 1927 season.

In 1948 the outdoor venue was relocated to an area south of Grant Street—the campus site which is now occupied by the Tri-Dorms. The new Memorial Field, sometimes called "Brave Field," more nearly resembled a stadium complex having permanent bleachers, with a thirty-five hundred seating capacity, an electric scoreboard, and a wire and tarp enclosure.

As the institution grew the athletic facilities were moved to an area south of Maple Street. In 1962, George P. Miller Stadium, constructed



to seat five thousand, was dedicated. The stadium became the anchor for the university's athletic complex: track facilities were constructed in the stadium; Memorial Field House (1965) and Zink Hall (1976) were built to serve indoor sports; baseball, softball, and field hockey fields were established; and tennis courts were built.

After its 1966 withdrawal from the PSCAC, IUP achieved success as an independent. Its undefeated 1968 football team, with nine wins, was invited to the Boardwalk Bowl in Atlantic City, N.J., where it rallied to a last minute tie before falling to the University of Delaware, 24-31. The 1968 Golf team, with Rich Hrip as the national medalist, won the NAIA national championship, the first school east of the Mississippi ever to garner that division's golf title. The 1971 IUP baseball team advanced to the NAIA semifinals and earned a third place finish.

A new direction for IUP's varsity sports came in 1970-71 when four women's teams—basketball, fencing, tennis, and volleyball—were established; currently there are nine women's varsity sports. The women have been

successful in winning two national championships in gymnastics (1987-88 and 1988-89) and boast of four national individual champions, Tammy Donnelly (track, 10,000 meters, 1986), Michelle Goodwin (gymnastics, floor exercise, 1988), Rose Johnson (gymnastics, all-around and floor exercise, 1989), and Dina Margolin (gymnastics, vault, 1990). The gymnastic teams have a string of seven Pennsylvania Conference championships (1984-90) and the cross-country squads have won six PC championships (1980 and 1983-87) while the 1987-88 basketball and the 1988 track and field teams have each garnered a conference crown. Additionally, one IUP competitor, Diane McCormick, was a qualifier on the ill-fated 1980 USA Olympic volleyball team.

The men have also triumphed. The 1973-74 basketball and the 1986 and 1987 football teams won Pennsylvania Conference titles and in three of the last four seasons (1987, 1989 and 1990) have been voted the Lambert Bowl emblematic of Eastern football supremacy in NCAA Division II. Six individuals, in addition to Hrip, have achieved national championship status: Larry McCoy (twice at 167 lbs. in wrestling, 1975 and 1976); John Elliot, David Maudie, and Jeff Neral (1973, 1987 and 1990 respectively, track and field, javelin); Dan Deacon (1978, swimming, 100-yard backstroke); and Bob Babiak (1990, track and field, decathlon). Two IUP male athletes, Emilio Abreu (Paraguay, swimming, 1980) and Jim Wooding (USA, decathlon, 1984) have competed for their countries in the Olympics.

Each of the eras has had its great individual moments: the first pitch for the 1875 baseball team, the realization of a national championship during the 1917 Kalamazoo game, the last seconds freeze preserving a late six-point comeback against a previously undefeated and NIT- and NCAA-bound Westminster basketball team in 1941, the golf team's victory in a national championship tournament, or the unimaginable three-year undefeated streak in women's volleyball that began with the sport's maiden game in 1971-72.

Regardless of the era, the spirit of competition has always spread from the playing field into the campus community. Embodied in the "silly" cheers of the past and the high-fives of the present, it stirs pride and builds memories.



*The first gymnasium, besides rooms used in Main Building, was a building purchased from the Indiana Fairground Association and moved to campus.*



*Early coed basketball competition in the "Gymnasium."*



*The early sport "complex" Sports Field, was centrally located.*



*Pole vaulting competition, circa 1914; the crowd is an indication of the popularity of sporting events.*



*They came by car and horse-drawn carriage and lined the field to watch the 1911 game between ISNS and its arch rival Kiski Prep.*

*Memorial Field, now the site of the Tri-Dorms, provided a collegiate setting for ISNS football action in the 1930s. The college had helped organize the forerunner of the Pennsylvania Conference.*







*Waller Gym, home of indoor competition from the 1930s until the 1960s, was known as a basketball snake-pit. Appropriately it was named to honor Dr. Waller who had done much to promote intercollegiate sports at ISNS.*

*The more spacious gym at Memorial Field House still provides the scene of Indiana basketball success.*

*Miller Stadium, with Memorial Field House in the right background, has been the center of the university sports complex, since the early 1960s.*



*Some action shots are just better than others.*



*Title IX legislation opened the doors for female athletes in the modern era and produced major changes in the collegiate sports scene. Indiana has maintained a gender-balanced sports program.*  
*Photo courtesy John Bender*



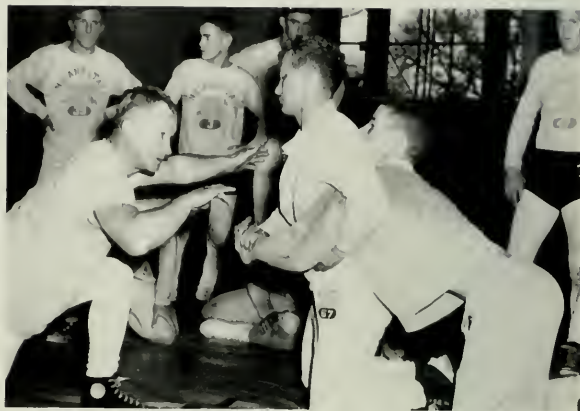
*Woman's basketball is one of two emphasized women's sports at Indiana.*  
*Photo courtesy Joe Wojcik*



*Whatever the sport, dedication, hard work, and perseverance go before any rewards or recognition.*



*Football heroes have followed in the footsteps of Norman King of the 1926 team.*



*The aches, pains, bruises, and the trainers are a constant part of the sports scene.*



*Down through the years sportscasters have provided on-the-spot coverage.*



*Coach George P. Miller, on the right, whose name graces the current stadium, is one of several legendary Indiana coaches. During his coaching tenure at Indiana, 1926-47, he coached several sports including football, basketball, and swimming.*



*One of the great moments in Indiana sports history was the snowy, November 1917 day on Sports Field. ISTC's 40 to 0 victory over Kalamazoo earned Indiana the mystical National Normal School football championship.*

*Another major sports highlight was Indiana's only bowl game. The Boardwalk Bowl was played indoors at Convention Hall, Atlantic City, N.J. Here Dave Smith, Indiana's first draftee in the National Football League, sweeps the end against the Blue Hens of the University of Delaware.*

*Photo courtesy Indiana, Pa., Evening Gazette*







*An Indiana team set a national normal school record at the Penn Relays in the Mile Relay in 1925. The record time for the national championship team was 3:37. The team members were John Alexick, Norman King, Clair Borland, and Walter Patterson. The coach was Walter Whitmyre.*

*Indiana's 1968 golf team, coached by Bernie Ganley, captured the university's first national championship at the NAIA tournament. Rich Hrip also captured national medalist honors in the tournament.*



*A victory parade was included in the welcoming home celebration for the 1959-60 Pennsylvania State Teachers College Athletic Conference basketball team.*





*Larry McCoy won two successive NAIA national championships wrestling at 167 pounds.*



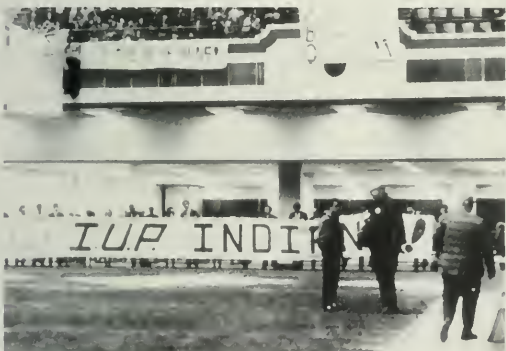
*Jim Wooding went from Indiana track fame to compete in the decathlon at the 1984 Olympics.*



*President John Welty and coach Frank Cignetti proudly pose with the trophy symbolizing Indiana's first Pennsylvania State Conference championship following the return to conference participation. The 1987 team defeated West Chester in the title game.*



*Coach Dan Kendig poses with Indiana's 1988 NCAA national championship gymnastics team.  
Photo courtesy IUP Publications*



*The pride in Indiana athletics is displayed inside Convention Hall at the Atlantic City Boardwalk Bowl. On the field, Coach Klausing's team displayed Indiana spirit as they fought from behind to tie heavily favored Delaware in the last minute only to lose on a field goal with a few seconds remaining.*



*The nonemphasis sport teams have been highly successful at Indiana because of the efforts of dedicated athletes and determined coaches.*





*Delta Sigma Chi fraternity brothers found the time to relax from the pursuit of studies.*

## ISTC - ISC - IUP THE TRANSITION YEARS 1948-1965

In two stated institutional purposes "a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania," and "a multi-purpose institution encompassing the School of Education, School of Liberal Arts and the Graduate School . . . the various curricula are carefully structured to provide the student with a broad perspective that will enable him to appreciate his cultural heritage and at the same time afford him the opportunity to pursue in considerable depth his particular sphere of interest," the first 1948, the second 1966, is encapsulated the transformation of a small state teachers college into the first state-owned university in Pennsylvania.

The spring of 1948 was a time of optimism, opportunity, and expansion. Returning war veterans, the GI Bill, the establishment of federal and state loan funds, and increased scholarships boosted college and university enrollments across the nation.

At Indiana State Teachers College, 1948 conjoined Dr. Willis E. Pratt with an institution rich in its broad development and respected in its academic reputation. The college consisted of 1,415 full-time students; 105 faculty (26 holding doctorates); two academic divisions, Elementary Education and Secondary Education, separated into thirteen departments; and thirty-four buildings (nine could be classified as major buildings and eighteen were but small houses and cottages) spread over a forty acre campus. On this foundation the man would build Indiana University of Pennsylvania. By his retirement in 1968 the university had fifty-four major buildings, if one includes the eighteen private dormitories; an additional

seventeen buildings were either under construction or in the planning stage, on the 110-acre campus. Eight schools housed thirty-four departments, with 456 faculty (141 possessing doctorates); the full-time undergraduate enrollment was 6,995 and the graduate enrollment approximately 700.

When Dr. Pratt began his presidency he commented upon the strengths of the institution's foundation and its professional and academic background, the excellent professional qualifications of the faculty, their traditions of scholarship, and their spirit of cooperation. He hoped to "continue to utilize these splendid factors and fine traditions and . . . guard against any complacency" which could bring about the loss of its role of academic leadership among its sister institutions. He quickly realized the college's fine relationship with the local community, commenting that "the people of the Indiana community, a large number of whom are alumni of this institution, hold the college in deep respect," and planned to use the interdependence of college and community to develop "an understanding of what each (could) contribute to the other."

Capitalizing on these strengths, Dr. Pratt set out to institute major changes. In 1951 he suggested the Board of Trustees alter the 1947 statement of the philosophy of the college to reflect a general education approach as "the underlying purposes and objectives of the institution." Towards that end Dr. Pratt began to broaden the educational program and by 1952 a curriculum designed to do more than solely train teachers had been adopted.

As Dr. Pratt guided the improvement of the

educational program by instituting new programs—among the first were dental hygiene and public school nursing—much of the creative energy of the school was channeled toward the establishment of a graduate program. His interest was encouraged by the Board of Presidents' 1955 efforts to secure authorization for a graduate program leading to a master of science in education. In preparation, Dr. Pratt immediately appointed faculty committees to review standards and develop programs resulting in Indiana's readiness to apply for five graduate programs. But two years would delay the approval; finally in the fall semester of 1957, Indiana launched its first graduate degree program, a master of education in elementary education, the first teachers college in Pennsylvania to offer graduate work.

When a 1959 legislative bill allowed the state teachers colleges to drop "Teachers" from their names, Dr. Pratt seized the opportunity to move Indiana closer towards a true multi-purpose institution. Early in 1961, assuming that Indiana State College would receive approval to offer degrees in the liberal arts fields, the Pratt administration began to develop such curricula, building on the institution's strong English and social science departments. When the new program was launched in the fall semester of 1962, Dr. Pratt predicted that it would eventually enroll at least half of the college's student body. The immediate reality was more important: the new program stimulated enrollment growth.

With the graduate program and the liberal arts curricula in place Dr. Pratt concluded "this institution has become a multi-purpose institution of higher learning." Shortly thereafter Indiana State College designated three schools: the School of Liberal Arts, the School of Education, and the Graduate School.

Throughout his quest, Willis E. Pratt did not allow inadequate state funding to alter Indiana's potential; facilities and services were needed to build a first-class institution. Dr. Pratt sought additional revenues, turning first to the alumni. Believing that the alumni of the state-owned institution had the same responsibility to aid their alma mater as did alumni of private institutions and reasoning that since Indiana's alumni had much of their education paid for by the state they would feel responsible to help later generations, he used the

alumni to initiate a scholarship program. By 1957, 186 scholarships had been established; only 6 had existed in 1948.

Other sources of private funding included the Syntron Foundation, the Coca-Cola Bottling Company, the J. S. Mack Foundation, the Indiana Teachers College Student Council, and the General Alumni Association. Monies from these sources and others supported special projects, such as the construction of Flagstone Theater, an outdoor facility for theater, concerts, and lectures, and the Shakespeare Garden.

To help finance a Student Union building, which the state refused to fund, Dr. Pratt looked to the banks of Indiana County. The banks involved would hold the mortgage and a five-dollar semester increase in the student activity fee would amortize the loan. A College Student Union Association would be incorporated to own the building, lease it to the Student Cooperative Association, and operate it for the students' benefit. The Student Cooperative Association, Incorporation, would collect and disperse the special student activity fee. The new Student Union building opened in January 1961, the only such building at a Pennsylvania state-owned institution.

As he sought supplementary funds, Dr. Pratt also focused on academic needs. The library received special attention. Having increased the annual expenditure from \$1,000 to \$7,000 and the number of volumes from 31,000 to 43,000 by 1953, Pratt designed the "60 by 60 Library Project," 60,000 volumes by 1960. To accomplish this ambitious objective in 1957 the college undertook a major solicitation of its alumni and friends to raise \$25,000. The funds were raised by October 1958, a year before the projected conclusion, and the holdings increased to 55,000 volumes. With that objective met, President Pratt revealed his ultimate objective: a new library.

Another area in which state appropriations did not match real and anticipated needs was the provision of student housing. Dr. Pratt recognized that one of the limiting factors restricting the growth of the institution was the lack of dormitory facilities. Significantly, the first of many new buildings constructed in the Pratt administration was a men's dormitory, Whitmyre Hall, completed in 1952. The student body, however, outpaced the dormitory space available and Dr. Pratt again turned



to external capital. He encouraged the construction of privately funded dormitories. Some houses (e.g., Grant House) were remodeled to provide student living quarters and six new dormitories—Conestoga House and Wyoming Hall among the first—were built by 1962. Although the college made no formal promise to fill the additional student housing, the occupancy levels were always satisfactory, and additionally the college provided custodial care and other services at stipulated fees. From 1963 to 1967, six additional private dormitories were built. Indiana became Pennsylvania's first state college to develop private dormitory facilities and quickly increased its enrollment which in Dr. Pratt's view would have been impossible without the private dormitories.

As the public demand for greater higher education opportunities grew, Dr. Pratt encouraged the development of academic branches beyond Indiana. A 1961 request for a junior college affiliated with Indiana State College from the Punxsutawney School Board resulted in Indiana's first branch campus. Funds raised in Punxsutawney provided a renovated and equipped building, a dormitory, fifty-one additional students, and an opportunity to develop another branch campus in Kittanning. With the Kittanning campus operational in 1963, came another classroom building, another dormitory, and more enrollment. These campuses grew as lack of space on the Indiana campus restricted enrollment. Within four years the Punxsutawney student body had more than tripled, and within four years the Kittanning student body had more than quadrupled.

Another Pratt innovation involving private funding centered around a developmental fund to provide money for capital improvements. The need arose when the college used private gifts to purchase parcels of land and accepted the donation of a railroad property to expand athletic facilities and parking. The acceptance of the outright gifts became a legalistic problem. To avoid the possible interpretation that any gift to the college was legally a gift to the state and to establish a means whereby the school might obtain private funding for its purpose, Dr. Pratt eventually established the University Foundation in 1967. As a private, nonprofit corporation with its own Board of Directors the Foundation

represented the university's administration, faculty, staff, alumni, and friends and began to provide capital for projects for which the state either refused funds or delayed freeing funds in a timely fashion. One of the Foundation's first purchases was a furnished house near campus to be used by home management classes. Shortly, thereafter the Foundation established a \$250,000 trust fund to provide a classroom facility on the Punxsutawney branch campus.

Simultaneous with the extensive changes to the campus occurring during the Pratt years were the changes affecting student life. As befits a transitional period, student life developed into a complex mixture of the "old" and the "new." The realities of first the returning World War II and later the Korean veterans and the controversies of the Vietnam War era forced adjustments in antiquated social practices. The new curricula brought together professors and students who demanded wider horizons.

Quickly responding to these demands, the Pratt administration, itself, spearheaded change. Increased student participation in decision making and greater freedom of expression emerged. Dr. Pratt put into practice his belief expressed before he assumed the Indiana presidency "students cannot know how to operate in a democracy if college educators do not provide them with a model school set-up which depicts democracy in action."

The student council, given more latitude in its agenda and openly reporting its actions, and *The Penn* staff, permitted a greater "freedom of the press," effectively led progressive changes on campus. Dr. Pratt saw "no reason why any student proposal which is based on sound judgment should not be brought to the attention of the college administration, and whenever possible, acted upon favorably." On campus a series, initially called "Hot Seat," developed into regularly scheduled sessions where students could question administrators. Discussions about the need for weekend physical activities led to opening the gymnasium and the pool on Saturdays (even allowing joint use by men and women), permitting Friday evening dances, and allowing students to visit the Lodge property without chaperones. In the more open atmosphere spirited editorials and letters to the editor appeared in print, even a letter which labeled the proposed ROTC

program as "fascistic."

In 1950 the concept of a student union was finalized. The initial union, a basement room of Thomas Sutton Hall, was a limited effort, but *The Penn* proclaimed "it contains the essentials—space, music, dancing, snacks, and men and women. What more could one ask for?" The snacks, at first candy, crackers, and the offerings of the Coke machine soon included coffee, doughnuts, and sandwiches. However limited the hours, 2:00–4:30 and 6:30–10:00 (11:00 on Saturdays), closed on Sundays, it was a student social center.

The union later moved to Whitmyre Hall—a snack bar, remained in Thomas Sutton Hall—and in January 1961 the new two-story Student Union Building opened, housing a snack bar with kitchen equipment, a billiard room, offices for the Student Council and for the student publications, and a large dance floor on the ground floor. The college bookstore and offices for the Student Cooperative Association occupied the upper floor.

Although a liberal atmosphere was developing, certain aspects of student life concerns remained troublesome to the authorities. Among these were "goodnight kissing," the reputation of places the students chose to frequent, and coed softball on the West Campus. Chaperoning of women students when they went bowling off campus and at all mixed parties and dances continued. Nor was Dr. Pratt an unwilling "father" when he thought that the students had erred. He rapped the popular and traditional "It's Laughter We're After" revue for poor taste and established a review process that offered "constructive" suggestions but placed responsibility for final decisions upon the participating groups.

In his first year, Dr. Pratt approved a student petition granting senior women late privileges until 12:00 m. on Fridays and Saturdays, junior women a 12:00 m. and a 11:00 p.m., sophomore women two 11:00 p.m.s, and the freshmen women 10:30s. Privileges for all women remained at 10:00 on Monday to Thursday nights. By the early 1960s, however, senior women and female students over twenty-one were permitted to live off campus—limited dormitory space was a contributing factor—and those who lived in college-owned housing had their privileges extended: 12:00 m. Sunday through Thursday; 1:00 on Fridays and Saturdays. Even the junior, sophomore, and second-semester freshmen women

received extended twelve o'clocks on Fridays and Saturdays. "Lights Out" was forgotten.

New students received the greatest guidance, as they adjusted to being on their own. Dr. Pratt advised the freshmen—"one of the most difficult tasks which you must face is that of learning to conform and yet preserving your individuality." The Freshmen Information Booklet offered "you will be asked to adapt yourself to many customs and conventions of college life." Freshmen women were most severely limited by those "customs and conventions": they had to be in their rooms on Monday through Thursday evenings from 7:00 to 9:00 p.m. for study hours; they could not be out of the dormitories after 10:00 p.m. on Sunday through Thursday nights and they had to sign out and sign in at their dorm's desk. Even freshmen men were required to live in college-owned dormitories, after Whitmyre Hall was completed, or in college-owned houses.

Women could not wear jeans, but dressy sweaters were acceptable at nightly dinners, although "dressy dresses" or suits and hose were to be worn for Sunday dinners. Men had to wear starched shirts, ties, and suit coats or sport coats for daily dinners. Over the years the men's dress code was relaxed: in 1963 the tie disappeared. Later revision of the dress code occurred to promote professionalism but even then coat and tie were never reestablished for Friday and Saturday dinners. Dinner hours were expanded to 4:30 to 6:10 and an early and a late seating were instituted at the dining tables before cafeteria lines appeared and table service vanished.

The Christmas Dinner remained a major campus festival highlighted by the Men's Glee Club's performance of the "Boar's Head Carol." Swing Out continued a campus tradition, now with its musical production under the direction of Davis and Ensley as its centerpiece. Homecoming became even more popular. Recreation Hour with its after dinner dancing remained popular as did the formal dances. Fraternities and sororities remained dominant in the social life of the school. Despite the Student Union, off-campus student hangouts remained prominent—Joe Deeds, Barclays, or Lefty Raymond's.

Towards the end of the Pratt era the greatest campus change was apparent. The Grant Street cottages and the old houses gave way to new dorms. The Union snack bar opened at noon on Sundays and pizza shops opened around the edge of campus. Bermuda and Jamaica shorts

appeared on campus although never on coeds at meals or athletic events, in the classrooms or the library. By the time university status was achieved, "cutoff jeans," inside-out sweatshirts, shower thongs, and sunglasses, even worn indoors, were regular campus uniforms.

Although daily chapel had ended, a religious emphasis remained with Vesper service, a Spiritual Enrichment Week, and numerous active religious organizations. Tuesday Convocation—having had a mandatory attendance policy since 1944—became optional, and then disappeared all together. Assembling CARE packages and the World Student Service Fund to help countries devastated by World War II gave way to Civil Rights marches and graduates entering the Peace Corps. A campus once isolated from the world had emerged into a campus touched daily by world events. Where chapel had been held was a lounge—with three television sets.

A small state teachers college had metamorphosed into a university.

*Dr. Willis E. Pratt would remember "I had only very dimly in the back of my mind—it had not taken shape yet—the idea of a university structure when I came to Indiana State Teachers College. It was soon to take shape."*



*In 1950 the Homecoming parade, rapidly becoming a major Indiana tradition, celebrated the Diamond Anniversary of Indiana's founding.*





*Tradition was strong at ISTC. The Christmas Dinner featured the annual presentation of the boar's head.*



*In January 1951 the original Leonard Hall was destroyed by fire. It was recorded as one of the United States' ten greatest property losses by fire for the year. Again, as in the Clark Hall fire, although there were property loss and major inconveniences in relocation, there were no human casualties. Soon a new classroom building, the current Leonard Hall, was constructed on the location.*



*Increasing enrollment forced the expansion of housing. The former Elkin estate, Breezedale, became a freshman dormitory for a time. It later served for the Art Department. A recent restoration project has created a new Alumni Center there.*

*The first Reserve Officers Training Corps to be initiated at a Pennsylvania State Teachers College developed into one of the largest and most acknowledged ROTC programs in the nation.*



*The popularity of off-campus spots such as the Dairy Dell showed the need for the development of an on-campus facility to meet the needs of the students.*



*The first Student Union was operated in the basement of Sutton Hall and proved to be an attractive place to host various functions as well as providing snack service on campus. The Student Union development quickly led to a Union building.*

*The groundbreaking ceremony for the new Student Union building was a pivotal event in the school's history. Dr. Pratt's development of the College Student Union Association as the independent owner of the property, has allowed greater and more independent development of the Student Union facilities than possible at the other Pennsylvania state-owned institutions.*







*Among the features of the first Student Union building was an expanded bookstore.*



*Campus expansion, which included the building of the Tri-Dorms on the site of Memorial Field, caused the relocation of the athletic fields to their present site.*



*Freshmen customs were an introduction to campus life.*

*The 1953 yearbook staff found some time to take a break. Campus publications, such as The Oak and The Indiana Penn have been a strength in developing strong links in the campus community.*



*Social organizations, such as Phi Mu sorority, were a significant part of college life in the 1950s.*





*Sorority teas were fashionable.*



*It might have seemed that some of the old practices would continue forever.*





*Formal dances in Recreation Hall remained in vogue.*

*Informal dances in the Student Union continued.*





*Swing Out productions transformed an old tradition and built a new one. This cast is rehearsing for their production of Pajama Game.*



*Students have found time for involvement in the national political agenda.*

*Saturday afternoons in the fall were for watching football. These students ventured out on the Grant Street back porch roofs to view the game.*



*"Big Indian" and "Little Squaw" helped to inflame the spirit of the large football crowds.*







*The Sunday dinners had the traditional fare.*



*There had to be time for classes, such as Miss Risher's typing class, because attendance was required.*



*Art students developed their skills in printmaking.*



*There were those days when it was possible to study in the Oak Grove.*



*Tests had a way of coming about.*



*Vacation breaks meant going home.*



*The "Mellowmen" prove that the "Graduation Orchestra" always sounded sweet.*





*Within hours the institution's name change  
was being publicly highlighted.*

*Photo courtesy Indiana, Pa., Evening Gazette*

## W I L L I S   E .   P R A T T

We recognize that this great change has come about as the result of the efforts of a great many faculty, students, alumni and friends of Indiana. We feel, however, that the unselfish dedication of one man, more than any other, is responsible for the tremendous growth and enviable reputation our beloved Indiana enjoys.

This tribute in the 1968 Oak answers a query of a generation before—"Who's this guy Pratt?"

To assess Willis E. Pratt as an individual is difficult. To assess him as one who became an institution is an even greater challenge.

He was the fifth president of Indiana State Teachers College, Indiana State College's only president, the first president of Indiana University of Pennsylvania, the leader of the phenomenal transformation of one of Pennsylvania's fourteen state teachers colleges into Pennsylvania's first state-owned university.

It is not surprising that Dr. Pratt, praised as one who "worked for better education his entire life," was awarded the medal of Knight Officer of the Crown of Italy for his efforts in democratizing Italian schools at the end of World War II, was selected Distinguished Educator for having provided outstanding leadership in public higher education in Pennsylvania, and was named the Pittsburgh Curb-stone Coaches "College President of the Year" for "his leadership in developing a positive program of intercollegiate athletics as an essential part of the education process." In this life dedicated to education Dr. Pratt's leader-

ship was diversified, motivated, and driven by personal commitment.

His education preparation began in his hometown of Pittsburgh where he attended Bennett Elementary School and Westinghouse High School. He graduated from Allegheny College with an A.B. degree in 1927. Willis E. Pratt's administrative leadership began in 1928. At the age of twenty-one, he became the assistant principal of Albion High School in Erie County, Pennsylvania, after having taught in its high school for only one year. Two years later he became assistant superintendent of the Erie County schools and eight years later their superintendent. He later continued his education at Harvard University, Boston University, Carnegie Institute of Technology, and the University of Pittsburgh, completing his M.A. degree in 1932 and his Ph.D. at the University of Pittsburgh in 1940. That same year he left the Erie County school system to join the faculty of the University of Pittsburgh's Elementary Education and Administration Department. In 1941, but thirty-four years of age, Dr. Pratt accepted the presidency of Pennsylvania's Mansfield State Teachers College.

In 1943 he stepped down from the college presidency to accept a captain's commission in the United States Army. His military service in World War II only extended his opportunities for educational leadership. Dr. Pratt's service in the Mediterranean Theater was capped by his assignment to help reorganize the Italian schools and universities. His work resulted in the reopening of eleven universities, the reorganization of schools in fifteen Italian provinces, and the provision

of five million textbooks.

Following his military discharge in 1945, he resigned the Mansfield presidency to accept the chair of Pennsylvania State College's Department of Education where his task was to rebuild and reorganize the department as it recovered from the disruptions of World War II. Less than three years later, at age forty-one, he assumed the presidency of Indiana State Teachers College.

His tenure as president has left mixed, but not irreconcilable, impressions. His personal attributes included those of diligence, perseverance, and total commitment. He expected his decisions to be carried out and demanded complete loyalty, made easier perhaps because as a retired Model School teacher described him, "Dr. Pratt had the rare faculty of inspiring others, and so developed a band of teachers eager to follow one who gave so freely of himself." Dr. Pratt booked little opposition, but his sensitivity to individuals prevented a dogmatic attitude. He listened to opposite views and could be persuaded, only by solid argument, allowing victory to those running counter to his views by not insisting on changes. He never carried annoyance beyond the present issue and never let personal feelings or personal life interfere with his work. Nothing speaks more directly to that point than his actions following a temporarily disabling stroke during the Christmas season of 1956. Recuperating in Florida, he directed the administration of the college by telephone and mail. Within a month he was back behind his desk.

Actually personal involvement was a key to his leadership style. Throughout his presidency he was vitally concerned with all details of the campus. Dr. Pratt believed the campus to be a reflection of himself; thus campus beautification was always a priority. During early morning walking tours he inspected the grounds and buildings—including faculty and administrative offices. He used the telephone to gather information: Senator Pechan, perhaps not joking, told of banning Dr. Pratt from calling prior to 8:00 a.m., others did not have the position to do so!

Dr. Pratt's sensitivity to and his active interest in the student body yielded significant dividends for the school. His "Open Office Door" policy encouraged students to bring their problems to him and he promoted student participation in college governance. During his first year at Indiana he stated: "in

so far as the Student Council is concerned, I expect to ask them to appoint three representatives to meet once each month with the Administrative Council of the College in order to provide a way for students to present their recommendations to the College Administration."

Through student government and the Student Cooperative Association students had more control of their activities than previously in the institution's history. The Student Cooperative Association's faculty-student committees helped to manage cultural affairs, athletic programs, and student organizations.

Pratt's process of involving the students was not rapid but neither was it a short-term experiment; it was ongoing and slowly expanding. He had, he said, "no objection to social regulations being changed as long as they are done in a reasonable manner and through appropriate channels." By the end of his tenure he was persuaded, against his original objections, to approve student voting representatives on some Senate committees—great progress for students, who twenty years before, had only token representation and no voting rights on faculty-student advisory committees.

This progress enabled Indiana to fare better than many institutions of higher education during the tensions of the 1960s. As one



*Dr. Willis E. Pratt was Indiana State Teachers College's last president, Indiana State College's only president, and Indiana University of Pennsylvania's first president. His vision, leadership, political acumen, and dedication place him among the greats in Pennsylvania higher education.*



insightful student observed, "through his own initiative, Dr. Pratt has established and continually strengthened the rapport between students and the administration, which is responsible for the absence of student unrest at Indiana University. He cares what we think. He has always been willing, in fact anxious, to listen, to discuss, to resolve problems."

Consider his response to the barber shops in Indiana which refused to cut the hair of black students. His personal approach to Indiana's Chamber of Commerce and to Indiana's Barber Shop Association with hints that the Student Cooperative Association might open its own barber shop, brought a satisfactory guarantee to the president: Indiana's barber shops became integrated.

The teaching faculty were also gaining meaningful participation in shared governance. Dr. Pratt had inherited "Faculty Meetings" which were little more than forums to announce administrative decisions. He developed a Faculty Senate which included all full professors and associate professors. Several senate committees, including promotions and tenure, at times asserted their differences with

the president, who although sometimes vexed, listened and accepted their decisions.

In addition, Dr. Pratt was remarkably attuned to contemporary movements and events in American higher education and also understood Indiana and its relationship to the legislature and the Department of Education. An impatient man to effect change, but politically astute, he often instituted projects first and then worked through personal contacts behind the scenes to seek approval. Many of these projects involved procuring funding beyond the state's appropriations. Attempt after attempt to secure fiscal autonomy, such as in the "University Bill," failed against the unrelenting opposition of Indiana's sister institutions. The failure slowed Indiana's future development but through Dr. Pratt's innovations it was not totally an impediment.

Wherever you turn in the history of the Pennsylvania State Teachers Colleges, or their successors, Indiana was there first. Indiana was the first State Teachers College in Pennsylvania to develop graduate programs, the first to acquire a Reserve Officers Training Corps, the first to have branch campuses, the first to have private dormitories, the first to offer television courses, the first to have its own fund-raising foundation. Dr. Pratt initiated all of these efforts to build a university.

In fact, perhaps more than anything else, Willis E. Pratt was a builder. Using the solid foundation, the institution's reputation, and its dedicated faculty and administration, he began to construct: a graduate school and a continuing education program to service an eager clientele; the residential and recreational facilities, greatly augmented by the development of private dormitories and the construction of a private Student Union to provide for increased college population; the increased library holdings and a new library facility to encourage academic development; and most importantly, a vehicle to supplement inadequate state funding by solicitation of contributions from the school's alumni and a network of corporations.

In this process Indiana State Teachers College rose above the other Pennsylvania-owned institutions to become Indiana University of Pennsylvania. Senator Pechan's assessment "the other thirteen state colleges do look to Indiana as a model and guide for their future expansion and status," is a fitting epitaph to Willis E. Pratt's leadership.



*Dr. Pratt congratulates the first student to receive a degree from Indiana University of Pennsylvania. Photo courtesy Indiana, PA, Evening Gazette*



*When Dr. Pratt resigned, Indiana was still in the midst of a major era of expansion.*

*Always gracious, Dr. Pratt had a way of putting people at ease.*





*Active and enthusiastic, Dr. Pratt appeared at many campus events. He did not miss many bonfire pep rallies.*



*At the groundbreaking ceremonies for the new Student Union building, Dr. Pratt is seated behind the speaker. The construction of a Student Union without the delay of waiting for state monies was a major achievement in advancing Indiana's cause of attracting students.*

*Dr. Pratt handling the shovel at one of his many groundbreaking ceremonies.*





The construction of Flagstone Theater was representative of Dr. Pratt's accomplishment in fund-raising. The money for the construction was raised through a private giving campaign and was part of the efforts leading to the establishment of The Foundation for IUP.



This trowel is more symbolic than it might appear. Not only did Dr. Pratt lay the cornerstone for the new men's dormitory but he placed Indiana in position to expand its student population by pursuing not only the construction of state-owned dormitories but by also creating the climate which allowed the construction of privately owned dormitories.

Photo courtesy David Young



Wyoming Hall on Oakland Avenue was one of several private dormitories that Dr. Pratt encouraged as a viable investment for local entrepreneurs. Through the device of the private dormitory Indiana was able to offer more housing for students, a key for major enrollment increases.

Photo courtesy Ron Juliette



*A hero in Italy because of his work with the reinstituting of Italian educational systems after World War II, Dr. Pratt was, in a later visit to Italy, received by Pope John XXIII.*



*Governor William Scranton, who signed the bill granting Indiana State College its university status, is accompanied by Dr. Pratt into Fisher Auditorium.*



*Pratt Hall, the student services building, is dedicated to the man who deserves to be called the founder of Indiana University of Pennsylvania.  
Photo courtesy of Ron Juliette*



*The Indiana University of Pennsylvania Marching Band, seen here performing in Three Rivers Stadium, Pittsburgh, has spread the university's musical image by performances at home, across Pennsylvania, nationally, and, during the summer of 1989, at the French Bicentennial celebration. Photo courtesy Indiana, Pa., Evening Gazette*



## INDIANA UNIVERSITY OF PENNSYLVANIA

### *The University Years*

### 1965–1990

As Indiana University of Pennsylvania celebrated its Silver Anniversary, the university continued developing as a multi-purpose institution of higher education while also expanding its mission to the Commonwealth of Pennsylvania and attracting national recognition.

While it is difficult to define a university it is easy to admit that a university's heartbeat is its academic life. Academically, having already attained recognition as a fine undergraduate institution, the major university achievement has been in graduate education as the Graduate School, since 1962, has developed from its minuscule beginnings. In its 1990–91 academic year the university housed six doctoral programs: two in English, and one each in Elementary Education, Educational Psychology, Psychology, and Criminology, and is in the process of completing the process of formal approval of a new Administration and Leadership Studies doctorate. There existed forty-eight master degree programs. A larger percentage of its student body—over 10 percent—were graduate students than in any academic year in its previous history.

There have been other academic advances. Indiana's faculty is not only the most academically qualified in the institution's history but also the most academically productive. The university has developed a major professorial support system to enhance the faculty's professional development; such was hardly imagined in the university's embryonic years.

While the growth of the graduate program is the hallmark of university status, Indiana's undergraduate endeavors have been fostered and advanced as well. Throughout the quarter-

century, Indiana as an institution protected the integrity of its quality general-education program. Twice the faculty refused major revisions until a new Liberal Studies core curriculum, which after three years of careful development and intensive debate, was approved and instituted during the 1989–90 academic year. Already the Liberal Studies program has received statewide and national recognition.

The academic efforts have had the benefit of being structured by the institution's evolving system of checks and balances, an effective, if disguised, construct of shared governance. While tensions, both external and internal, have occasionally threatened to destroy the fragile relationships within university governance, the parties involved have been influenced by community pressures to continue working for positive objectives.

In the history of American higher education, first colleges and then universities have undertaken tasks to serve communities beyond the education of their populations. With attainment of university status one of the most noticeable of Indiana's new directions became that of serving a larger community than that of the campus. Various efforts over the quarter-century can be seen in the quasi-academic service agencies instituted on campus, such as the Center for Community Affairs, which evolved into the Institute for Research and Community Service, the Center for Vocational Personnel Preparation, the Speech and Hearing Clinic, the Reading Center, the Psychology Center, the American Language Institute, the Small Business Incubator, the Mid-Atlantic Addiction Training Institute, the Pennsylvania

Center for the Study of Labor Relations, the Pennsylvania Consultation Program of OSHA, the Southwestern Pennsylvania Energy Center, and the Principal Assessment Center.

The face of Indiana University of Pennsylvania has more drastically changed from its fledgling year as a university twenty-five years ago than its predecessor, Indiana State College, had changed from the institution's inception as Indiana State Normal School almost a century previously. This despite the university's first quarter-century not being the most propitious time for higher education, especially within the context of the United States political, social, and economic history and the context of Pennsylvania's higher education.

Achieving university status in 1965 still left much to do, both to make Indiana a recognized university and to develop its position as Pennsylvania's only state-owned university. Dr. Pratt having personally pledged "to make this a university in the best sense of the word" realized that it would take "a number of years for the institution to evolve to a university in the true sense of the word."

The year preceding its elevation to university status had been filled with frustration as well as anticipation. The Pennsylvania auditor general's office had incrementally removed some of the board's and the administration's authority and control giving it to state officials. They, in turn, made decisions such as imposing enrollment restrictions which hindered managerial decisions made by Indiana administrators who more fully understood the campus realities. Particularly frustrating, especially to Dr. Pratt, was Indiana's lack of fiscal autonomy. Pratt had, with political acumen, foregone the essential of fiscal autonomy in order to protect the acquisition of university status. In his 1968 Annual Report the president noted that the school's "fiscal affairs remained in the tight grip of state officials . . . securely bound in an endless array of outmoded controls and regulations." Pratt knew that with fiscal control held by outside agencies the university had minimal capacity to direct its destiny.

Dr. Pratt also well understood that "until 1929 solutions are no longer applied to 1969 problems and the controls appropriate for a small teachers college no longer impede the management of a large university" there could be no realization of a true university. The

early "University Years" proved to be a struggle to maintain the *status quo*.

Fortunately for Indiana, at the end of the Pratt administration seventeen new buildings were either under construction or in the planning stage, and growth, therefore, was ensured. It was growth that otherwise would not have occurred because the bloom was off Pennsylvania's state-owned higher education system and, thus, off Indiana's unbridled development.

Despite fiscal restraints, major undertakings in the late 1960s enhanced the fledgling university. Recruitment of a mature and qualified staff, with focus upon candidates with doctorate degrees and research backgrounds, redirection of the teaching faculty to emphasize research, restructuring faculty loads in order to provide university level instruction, and a restructured administration were prime objectives.

In his remaining two-and-a-half years at Indiana's helm, Dr. Pratt labored toward achieving these objectives, to provide the

## *Indiana Bulletin*

### INDIANA UNIVERSITY OF PENNSYLVANIA

UNDERGRADUATE SCHOOLS  
OF  
EDUCATION & LIBERAL ARTS



INDIANA, PENNSYLVANIA

*Indiana Bulletin, the institution's annual catalogue, combined the old and the new: the new status, Indiana University of Pennsylvania, and the old image, John Sutton Hall.*

necessities he felt were needed for a "growing, vital institution of higher education which should evolve into a university having a total enrollment of 15,000 by 1980." The administrative structure was divided into five areas: Academic Affairs, Business Affairs, Developmental Affairs, Student Affairs, and University Services. The twenty-nine separate academic departments were grouped into seven schools. A University Senate consisting of all faculty who held the academic rank of professor and associate professor was instituted; the Foundation for IUP was incorporated to receive and manage gifts, grants, and service contracts for the benefit of the university; and a new campus plan encompassing 250 acres and the facilities to accommodate the projected growth by 1980 was formalized.

On July 24, 1967, having laid the foundation for a successful transition, Dr. Pratt requested of the Board of Trustees that his resignation be effective as soon after July 1, 1968, as possible. The subsequent presidential search elevated Dr. William W. Hassler, the university's dean of the School of Arts and Science, to the presidency.

Dr. Hassler's tenure spanned the better part of seven years, currently the longest presidential term since the acquisition of university status. In quick succession, Dr. Hassler was

followed by Dr. Robert C. Wilburn, 1975-1978; Bernard Ganley, an interim president for slightly less than a year; Dr. John E. Worthen, 1979-1984; and John D. Welty, who served as an acting president prior to his appointment. Dr. Welty currently is in his sixth year.

The relatively short presidential tenures during the "University Years" have provided intervals of disjointed leadership. The university has had to adjust to new administrative styles, changing managerial teams, periods of transition, and procedural pauses during the leadership changes. The lack of consistent direction has slowed the progress of establishing a university in reality as well as in name. In addition the effect of short-term presidencies was impacted by national and state conditions during the late 1960s and the early 1970s.

At the state level Indiana was forced to compete with both the state-related institutions, Penn State, Pitt, Temple, and Lincoln and the private universities and colleges for limited public resources. The inadequate institutional funding coupled with public-sector unionization resulted in the burdens of implementing the first negotiated contracts, brought austerity budgets, forced tuition hikes, and produced designed faculty retrenchment which increased campus tensions.

The Hassler administration, unfortunately, faced the vortex of this student, faculty, and staff agitation unleashed by the national climate. Students demanded greater participation in university governance, freely dissected academic programs and instructors, attacked the academic calendar as well as the grading system, and espoused greater equalization of opportunity for disadvantaged students. The national atmosphere of violent confrontations which led to demonstration, seizure and "trashing" of offices, and the destruction of property on campuses, such as at the University of California, Berkeley, and Columbia University, had a ripple effect on Indiana. Local tensions forced the development of a "Policy Statement and Rules to Govern Rallies, Picketing, and Other Mass Demonstrations" to blunt the disruptions. Campus discussions of and protests against the nation's involvement in Southeast Asia occurred, as did demonstrations calling for the abolition of the mandatory ROTC program, protests at the ROTC award ceremonies and Peace Vigils. There were also active campus support for faculty members



*University status quickly became a source of pride among Indiana University of Pennsylvania students.*



who were denied tenure, and debates over class attendance policies and curriculum revisions. But, besides an abortive fire-bomb attempt at Pierce Hall and a flag burning, Indiana experienced no violence.

The impact of these events, nevertheless, was consequential and caused some fundamental change. For example, the University Senate curriculum committee's recommended that ROTC become optional for freshmen males. This change became effective in 1970 precipitating an immediate reduction in the program's previous enrollment of 82 percent and reduction of the ROTC staff. Class attendance requirements were dropped. An abortive "Free University," sponsoring its own alternative curriculum, attracted support from some faculty and students and created an environment for a widening of university offerings.

One of the most significant of these changes was the restructuring of the institution's senate into a University Senate featuring the enfranchisement of students, which followed the inclusion of all faculty ranks. In September 1971, thirty-four undergraduate and three graduate students, with full voting and committee rights, were elected and seated. Equally consequential for the new Senate was what the University's Senate's first chair, Professor L. J. Bright, declared "a philosophical decision that general policy should be the prerogative of the faculty and not of the administrative staff of the University." The Senate incorporated this philosophy into its *Rules and Regulations* stating that "all matters of policy regarding University Governance which can legally be initiated by the University itself must be approved by the University Senate in order to become official policy of the University." The administration accepted the position and the potential for shared governance was established.

A primary concern of both students and faculty centered on the plight of disadvantaged students. The concern, shared by the Hassler administration, resulted in an increase of educational opportunities for economically disadvantaged blacks and whites.

This concern had begun during the Pratt administration which had held a national invitation conference on "Equalizing Educational Opportunity for Disadvantaged Students in Higher Education" in the spring of 1969 and subsequently sponsored an "Emphasis: Our African Heritage" program to "acquaint faculty,

students, and townspeople with the rich heritage of the black people." Subsequent programs, such as "Black Weekend" continued the thrust. By 1971 the university curriculum responded to the various initiatives and included courses on Black American Literature and the History of Black America since Emancipation.

After intensive study the university instituted its Equal Opportunity Program (EOP) under the Federal Act 101 funding program. EOP began as a summer and part-time program to service those economically disadvantaged students who did not meet the traditional admissions measures for college success but demonstrated other characteristics believed to lead to college success.

Simultaneously, the university recruited qualified and potentially qualified black students. By 1975, 289 black undergraduates were enrolled, an increase of 875 percent over the 33 enrolled in 1968; the minority student enrollment increased to 616 by the end of the 1970s. Indiana had made a commitment to the disadvantaged.

A university affirmative action program developed out of that commitment in 1973 as an effort to recruit black faculty. At first the efforts were only moderately successful, however, by 1990 the affirmative action program had largely achieved its original goals and began to concentrate on employing other minority groups.

While students sought to aid the disadvantaged, they also sought more liberalization of their own lives, a goal which was strengthened by students having a real voice in the University Senate. Students began with an examination of the judicial system which had been based on the *in loco parentis* concept. Their efforts led to the establishment of a "Student Defense Counsel." Almost immediately, the new legal climate became a reality. Two students, charged with drug-related offenses, were immediately expelled but were later readmitted without prejudice until their cases were properly adjudicated. The legal world had penetrated academe, disrupted established practices of discipline, and impacted student lives and rights.

Also during the 1970s Indiana completed its transition from being primarily a teacher-preparation institution to becoming a multi-purpose institution. At the beginning of the 70s—1973—students enrolled in the School of

Arts and Science outnumbered those in the School of Education 3,028 to 2,671. By the end of the decade—1979—that combination of majors continued to be the leading concentration with 4,092 students enrolled, although the School of Arts and Science had split into two separate entities, Mathematics and Natural Sciences and the Humanities and Social Science. Meanwhile the School of Business became the single school entity with the largest student enrollment by more than doubling during the decade to 2,667 students. The shift of preparation emphasis was evidenced by the School of Education declining during the same period from 2,671 to 1,437 students. In these trends Indiana was reflecting a national phenomenon of an enrollment shift from teacher education to business.

The multiplication of new academic programs amplified the expansion of Indiana's multipurpose nature. New departments and new majors appeared: among them were Labor Relations, Safety Science, Food Service Management, Consumer Services, Criminology, Finance, Office Administration, Social Work, Child Development and Family Relations, Journalism, and International Studies. The institution was clearly responding to the changing needs of society.

While enrollment problems buffeted many colleges and universities, Indiana's student population increased in size as well as in diversity. During the decade of the 1970s enrollment at Indiana expanded by 14 percent.

Among this enrollment were several new student populations: community college transfers, international students, and nontraditional learners. As Pennsylvania's community college program was established and expanded, Indiana accepted more community college transfer students. They basically entered as upper-classmen. Articulation agreements were negotiated with two-year institutions ensuring places for this new clientele.

In 1977 as the university encouraged international student exchanges, Elkin Hall was designated an "International House" dedicated to promoting cultural exchange between the university's American students and the international students. Elkin Hall offered residential hall accommodations to international students, offered American students an opportunity to share campus life with students from different cultures, and helped to emphasize the international thrust that was developing at

Indiana University of Pennsylvania. During the decade the international population more than doubled, rising from 79 to 161 students.

Indiana shared in another national phenomenon that of an expansion of nontraditional age education. By the end of the decade the new School of Continuing Education was enrolling over 3,000 students. The majority of the continuing education enrollees were adult learners who were attempting to broaden their knowledge for self-satisfaction or professional skills improvement. In increasing numbers, however, the enrollees were entering degree programs seeking to commence, or complete, undergraduate degrees.

This growth was characteristic of the decade of the 1970s as the university rode the Pratt momentum. These impressive increases in student enrollment, physical plant, academic programs, and status as a major institution within Pennsylvania's realm of higher education, however, were historically tempered by the consequences of the national debate over Vietnam, the national energy crisis, and a national economy dominated by double digit inflation and fears bred of uncertainty. The national economic downturn coupled with perception that there was a surplus of college graduates and societal reactions against the campus unrest caused a reluctance to adequately fund higher education. The seventies proved to be an especially difficult time for university development.

Financial under-funding produced by low state appropriations, rising costs, and spiraling inflation were the plague of the seventies. Faculty positions were eliminated or left vacant and freezes were imposed on hiring; physical plant maintenance was deferred and a moratorium was placed on building projects; and shortages in supplies, equipment, and furnishings developed. The university entered its 1974-75 fiscal year with an anticipated deficit of over \$1 million. During the last three years of the decade the institution ran a deficit as a direct result of the Commonwealth rescinding \$1 million of its original 1977 allocation.

Particularly troublesome to the institution was the appropriation scheme of the Pennsylvania State College and University System, operating under the aegis of the Pennsylvania Department of Education. The system's allocation formula was weighted towards an enrollment increase rather than enrollment. Indiana,

limited by housing possibilities, was impaired. This disparity was even greater because the institution operated the system's largest and more costly graduate programs including the system's only doctorate programs. Simultaneous to the decrease in per student funding was a 5 percent increase in the student/faculty ratio giving Indiana the system's highest.

An additional inequity was Indiana's physical plant which had continued to expand in the early 1970s; largely designed in the Pratt administration, twenty-five new buildings were opened during the decade. The significant increase in the physical plant, however, brought about increased maintenance costs at a time of decreased funding.

Early in the decade overt signs of financial pressures were evident. In 1972, Dr. Hassler announced his intention to reserve ten full professorships "for new appointments for departmental and administrative posts" and the Trustees approved a request holding "in abeyance the grant of double increments" from faculty recommended for merit increases.

At this time a new party became involved in both the academic and fiscal processes—the Association of Pennsylvania State College and University Faculty (APSCUF)—the faculty union. At Indiana the fiscally stringent managerial decisions coupled with administrative failure to adhere to obligations required by the new collective bargaining contracts added to increased campus tensions. Numerous labor grievances, and an unfair labor practice charge, were filed with some eventually reaching arbitration. The administrative process had drastically changed with collective bargaining.

Nothing forcefully shattered faculty-management relationships, however, as did the implementation of faculty retrenchment. The Pennsylvania State College and University system, citing financial hardships, attempted its first retrenchment of system faculty at Slippery Rock State College. The attempted retrenchment was coupled with proposed tuition increases for the public higher education system which was already among those charging the highest tuition for public higher education in the nation.

The financial realities were in contrast with newly elected Governor Shapp's gubernatorial campaign statements which espoused the idea of free public higher education. The volatile situation quickly escalated into a political battle and soon reached a rupture point.

Faculty anger first focused on president Hassler and his administration. In November 1973, IUP-APSCUF Representative Council passed a denunciation of Hassler's leadership by an overwhelming vote. Subsequently the "Leadership Crisis Resolution" was unanimously passed by the Student Government Association. Interpretations were divided over the intent of the Resolution: some saw it as a "vote of no confidence"; others as a demand for the assertion of more aggressive leadership especially in regard to the acceptance of inadequate budgets delivered from the Department of Education. Whatever the interpretation,

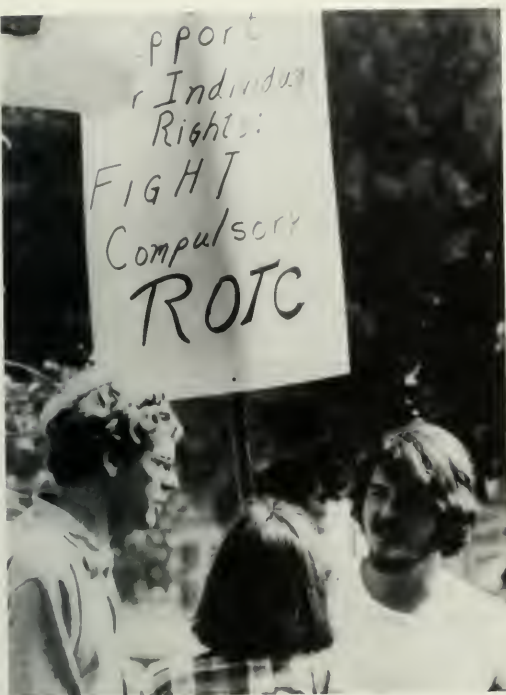


*Dr. William W. Hassler, Indiana's fifteenth president (1969-75), a chemist by profession but a published Civil War buff by desire, became a university president during one of the most challenging times in the history of that leadership role. His tenure was beset by crises.*



*Dr. Hassler, on the right, and Dr. I. L. Stright, dean of the Graduate School, on the left, pose with the summer commencement speaker and the recipients of the university's first doctoral degrees. The degrees were awarded in August 1971.*





*Among the issues being protested on the Indiana campus in 1969 was that of compulsory ROTC. It was only one of many issues that brought discord in those discontented times.*

faculty and students were united in their opposition to perceived reductions in quality education caused by inadequate funding.

Eventually, the perception emerged that the problem was more attributable to Department of Education administration than to local leadership which proved to be an important evolutionary stage in an effort to remove the state-owned colleges and university from the Department of Education's "aegis." A tentative spirit of cooperation developed between administration and faculty. System wide, as well as at Indiana, attention focused on the Department of Education as the prime source of problems. Continued inadequate funding, repeated attempts to retrench faculty, and needless prolonged contract negotiations had revealed a more crucial transgressor and eventually resulted in a new system for the state-owned institutions.

Towards the end of the Hassler presidency a new imbroglio arose, the Sutton Hall controversy. President Hassler had inherited plans

for the restructuring of the central part of campus, a plan which focused on the construction of a new library and required the razing of the institution's original building. When the administration simultaneously announced the approval of the new library as a capital project and the projected demolition of the Sutton Hall complex, immediate opposition arose. The open criticism of the proposed destruction of Sutton Hall was another weight upon the beleaguered Hassler presidency. It would not survive the troubled times and acrimonious bickering.

A statewide strike by the American Federation of State, County, and Municipal Employees (AFSCME) in July 1975, the first strike activity on the Indiana campus, only punctuated the previous March announcement of Dr. Hassler's resignation. Dr. Hassler had no tolerance for the advent of campus impacting unionization. His troubles with IUP-APSCUF led to his denouncement of "the deplorable adversarial relationship so inimical to collegiality," which he saw ending an era of "reaching mutually satisfactory agreements" and initiating an era of "mutually unsatisfactory agreements."

The appointment of Dr. Robert C. Wilburn, a 32-year-old optimist, as president increased campus hopes for better times. Wilburn's credentials in finance, his background as a vice-president of Chase Manhattan Bank, and his willingness to accept the realities of collective bargaining, a criterion established by the Board of Trustees, bode well for his tackling the quagmire of campus difficulties exacerbated by an anxious faculty. Also critical was the developing mood change within the student body: their mood was shifting from the confrontational posture of attempting to use the university to promote social change to one of using the institution as their entree into the market place.

Several other events contributed to rejuvenation of spirit on campus. Indiana avoided faculty retrenchment, which was effected at several colleges within the state-owned system, although forty-five faculty positions were lost through attrition. The institution achieved national recognition. First, in 1975 Indiana was acknowledged as operating one of the country's most extensive internship programs. Next, in 1976, the university was listed in Kiplinger's *Changing Times* as one of the "Good Colleges That Cost Less." Furthermore, it was reassuring that Dr. Wilburn decided to

forego a traditional presidential inauguration, citing its "overly expensive nature." Instead Dr. Wilburn channeled those funds into the establishment of a Center for Community Affairs to serve as a catalyst for cooperative endeavors for the university and its surrounding community.

Despite Dr. Wilburn's financial acumen, constant budgetary problems in Harrisburg which led to allocation reductions were impossible to overcome. The 1977-78 academic year was perhaps the decade's bleakest and most frustrating. The mood was affected by several events including severe winter weather intensified by a strike which caused coal shortages by and by the Department of Education's million-dollar budget recession.

With renewed focus of criticism on the Department of Education, an emerging idea turned into a meaningful proposal. It had begun in 1973 with an APSCUF proposal to establish a Commonwealth University uniting the fourteen state-owned institutions in a system freed from the Department of Education's control. By July 1974, the Pennsylvania Commonwealth University Act had reached a final draft stage. The concept had already met a stiff challenge on the Indiana campus where the University Senate openly and vocally opposed the idea. Opposition to the proposal centered on Indiana's possible loss of its unique position among the state-owned institutions and concerns over increased bureaucratic layering. Indiana's faculty, however, had divided loyalties since the bill was being supported by APSCUF on the state level.

The plan, by 1978 it was called the Keystone University bill, eventually gave birth to the State System of Higher Education (SSHE). It was sustained by the stringent financial practices forced upon the state-owned institutions. Those fourteen higher education institutions had certainly become the "stepchild" within the Department of Education whose primary concern was basic education and the concept appeared to be an avenue of escape from the Department of Education's stifling "unconcerns."

The SSHE Bill, in 1983, elevated the thirteen state-owned colleges to university status creating a state-owned system of fourteen institutions, established a chancellor as the system's administrative head, and removed the disinterested hand of the Department of

Education. Dr. James McCormick, an Indiana graduate, left the presidency of Bloomsburg State College to become the system's first chancellor. Hopes rose that the Pennsylvania State System could match the accomplishments of the California and New York State systems.

Following Dr. Wilburn's acceptance of Governor Thornburg's offer to join his administration as secretary of budget and administration, Indiana's next president was Dr. John E. Worthen who brought a sense of opportunism, a flair for flamboyancy, and a confrontational spirit to campus. Dr. Worthen continued to develop the thrust of educational opportunities by strengthening Indiana's external exchange programs. Participation was initiated in both the International Student Exchange Program and the National Student Exchange programs; the university developed cooperative degree programs with Jefferson Medical School, and Duke and Drexel universities and university faculty exchanges with Ain Shams University in Egypt and the University of Poona in India.

The campus ambience was improved with the opening of the University Museum and Gorell Recital Hall, and the campus landscape improvements which addressed the decade of neglect caused by austere budgets. The Sutton Hall restoration project neared finalization and Stapleton Library was completed.

Special attention was also devoted to meeting the challenge of increasing diversity within the staff, the faculty, and the student body. A presidential "Task Force on Recruitment of Minority Faculty and Staff" addressed the shortage of minority role models on campus. Its recommendations led to a visiting minority scholar program in 1982 which developed into the Benjamin Mays Academy of Scholars. High-ability minority students were attracted with the university's Program for Scholars, and a minority recruitment office was established in Philadelphia. By 1984, the black student population neared seven hundred.

This progress was not matched, however, in appropriations; expectations for a more equitable appropriation share from the newly created SSHE were not realized. The issue of funding formulae provoked a campus confrontation between Dr. Worthen and the IUP-APSCUF chapter. The conflict had originated during the development of the legislative bill that created the new system when Indiana's

faculty had urged the president to fight for an independent university status outside the proposed SSHE. Temporarily, Dr. Worthen was inclined to lead the effort and a coalition began to be formed between the administration and its faculty, but pressures from Harrisburg caused the president to conform to system designs. The perceived lack of independent presidential leadership added to the growing faculty disenchantment which eventually became open estrangement.

As these tensions mounted, the Worthen administration continued to wrestle with the university's identity problem, the problem of Pennsylvania's "Indiana" appeared particularly irksome after the conferring of university status. The Hassler administration first proposed a redesignation of the institution as IUP, and the first unique 'iup' logo was introduced during the Wilburn presidency. Still more focus was directed at the identity crisis by the Worthen "image enhancement program," a segment of which attempted to strengthen the university's intercollegiate athletic program in order to increase wider institution recognition. Toward this effort four sports, football, women's gymnastics, and men's and women's basketball received special budgets for scholarships and improvements to their athletic facilities.

The aspirations of the Worthen administration became evident in the major goals of a five-year-plan released in 1983 which included increased faculty development and research opportunities, the improvement of university physical facilities, enhancement of the quality of student life, and strengthening both the undergraduate and graduate programs. They were worthy but expensive goals, of questionable potential given the financial base of the university.

Dr. Worthen, however, understood the financial quandary and strove to develop other funding sources to supplement the system allocation base. Among several sources targeted were increases in existing student fees, introduction of novel student fees, revenue generating operations, and increased fundraising.

Among the additional funding sources developed were the gas and oil gift program, the solicitation of the gift of the recently vacated Robersshaw industrial plant, the institution of a Small Business Center instrumental in developing a Small Business Incubator,

rental of university facilities and space including its computer systems, and the establishment of the Cogeneration Plant. These efforts and the addition of a more efficient fundraising by the Foundation for IUP increased the university's potential resources.

These innovative efforts existed contemporaneously with the administration's confrontations with the faculty and at times contributed to the problems of administration-faculty relationships. Among the areas of dispute were the direction being taken in the Summer School program, the president's attempt to emasculate the University Senate, misunderstandings over the intended direction of the intercollegiate athletic program, and problems within the administrative team. After two years of mutual noncooperation between the president and IUP-APSCUF, Worthen resigned in the spring of 1984 to become president of Ball State University. The Board of Trustees chose Dr. John D. Welty, the vice-president of student affairs, as interim president. Following a national search to fill the presidency, Dr. Welty was named university president the following year.

The calm brought about by the change of administration was welcomed. The successful conclusion of the most difficult APSCUF-SSHE contractual negotiations, after a potential strike date had been set, further eased the campus atmosphere.

Completion of a major Student Union renovation project and the construction of Johnson Hall, served as harbingers of returning normalcy. Little symbolizes advancement on a university campus or energizes the community more than scenes of expansion and renovation. A more positive spirit developed. Following three short-term presidencies and the intervening interims, Dr. Welty's affirmations of a long-term commitment were welcomed.

Campus developments held promise of a brighter future. The renovation projects at Waller Hall, Eicher Building, and Breezedale not only created a state-of-the-art theater facility, a Learning Assistance Center, and an IUP Alumni Center respectively but also created an aura of direction. Campus boundaries expanded with gifts of the Robertshaw plant and the R&P properties, purchase of thirty acres of the Indian Haven property designated for recreation facilities and of a block of business properties and private dormitories in the Wayne Avenue and Maple Street area for stu-



dent housing and office space. In addition the state approved funding for a new building to house the College of Business.

Adding to the positive climate was a revised General Education program. That program had been stretched and assaulted over the years and its original intent largely forgotten or intentionally ignored. The new Liberal Studies curriculum as the format of a new core curriculum placed stronger emphasis on improvement of writing, analytical, and synthesis skills.

Likewise, contributing to the atmosphere of achievement was the receipt of Middle States Accreditation when the university successfully addressed the accrediting agency's concerns such as the perceived weaknesses in the doctoral programs: a major deficiency was a definition of a graduate facility. A campus compromise avoided instituting a two-tiered faculty, an issue of great faculty sensitivity, but established acceptable criteria for faculty to teach graduate courses.

The Welty administration made distribution



*A major area of university expansion was westward from its hilltop. Prominent in this photograph is the private dormitory, Rooney Hall, in the foreground; the octagonal Davis Hall, on the right; Sprowls Hall, in the center; and Cogswell Hall, on the left.*



*Actual university expansion was not the only aspect of the changing scene of the "University Years." Fast-food chains and private student apartments affected the edges of the campus. In the early university years construction on campus was the byword; more recently it has been construction just beyond the campus borders.*

*Photo courtesy Ron Juliette*

equality a key issue to be addressed. Emphasis on recruitment and retention of black students continued through the Graduate Scholar program designed to recruit blacks. A greater percentage of women, blacks, Hispanics, and Asians were added to the faculty and staff as the focus continued on minority recruitment. The successful efforts produced a 27 percent increase in minority student enrollment in 1989-90 over the previous year's effort, and over four hundred foreign students represented sixty-six countries in 1986-87.

While the institution became revitalized its financial problems remained. During Dr. Welty's first years Indiana continued receiving a decreasing percentage of the system's funded allocations. Indiana, which had not experienced the severe enrollment declines of its sister institutions in the early eighties and was limited by available dormitory space, could not keep pace, by percentages, with the increasing enrollments on the other system campuses. Caught by the SSHE formula allocation system which generated more funding to institutions with greater increasing enrollments by percentage, Indiana experienced actual allocation losses at a time its student population was increasing. Additionally, inadequate state appropriations to the SSHE have contributed to deteriorating buildings, both internally and externally, inadequate classroom and office facilities, and an inability to successfully compete for better qualified faculty.

By the beginning of the 1990 academic year, however, Indiana had secured a temporary, three-year freeze on the allocation levels within the system institutions which has, at least, ended a four-year decline in IUP's allocations. As has been the case throughout its history, the institution's ability to advance will be determined by its financial status.

The developing university experienced major adjustments in its campus lifestyle. For the past quarter-century, expansion was the keynote of Indiana's evolving university campus scene. The student body more than doubled as it exceeded an enrollment of fourteen thousand in 1990, and the faculty and administration nearly kept pace. Major buildings rose from thirty-seven to seventy-two and the campus area grew from 40 to 204 acres.

The increased campus population and the enlarged campus area affected not only the campus itself but also the surrounding com-

munity as well. Private dormitories and apartments, some six stories in height, began to surround the campus; nearby residences became student rentals; and the growing Greek organizations purchased or rented living quarters off campus. Commercial developments were lured by the increased student, faculty, and staff clientele. Food, always a need, had previously given rise to the "corner store/local business" type of operation but over the years the Corner Dairy, Lefty's (also operated as Barclay's and Lucy's), and Hess's Restaurant, were forced to compete with national fast-food chains as were the family pizza shops; regional convenience stores, such as Sheetz's and Uni-Mart, made their appearances. Over the quarter-century, service-oriented businesses, for instance laundromats, copy services, and video-tape stores began operations to appeal to the campus community. Eventually a series of mini-malls were developed to border the east and west sides of campus. The campus impinged upon the surrounding neighborhoods at times straining town and gown relations.

As the campus environment drastically changed so did student life. In 1970 class attendance became optional altering the seriousness with which many students approached their schedules. Then, in 1973, the traditional eighteen-week semester calendar was abandoned. The academic year began after Labor Day, included a break for Christmas and New Year's before the fall semester ended in late January. The spring semester followed a week's vacation and ran to early June, with a two-week Easter vacation. Then for two years the institution ran thirteen-week semesters. To equalize in-class time between the old and the new calendars the traditional fifty minute "class hour" was increased to sixty minutes.

Within two years the calendar was again revised to the fifteen-week semesters, still in use. The new calendar arrangement, however, did not adjust the class period and as a result students received an extra hour of class instruction per course per semester—assuming three-credit courses—than previous Indiana students had. The calendar changes and the extra class length made the semesters more intense removing both leisure time and time for absorption and reflection from student life.

"Intensity" came in other ways as well, as involvement became a part of student life. Civil Rights figures, such as Julian Bond and



*Women students enjoy the freedom of apartment life as changing regulations permitted them to live off campus.*

Dick Gregory, were featured lecturers, student government members, as well as many other students, became involved in the "Indiana Pool Desegregation" issue; and racism became a major and open, public concern. As the Vietnam War issue became more focused, IUP students trekked to Washington to join protest marches and participated in local "peace vigils." On campus some of the more radical and militant demonstrated against mandatory ROTC with protests in the Oak Grove and at the military hall, and staged the Unmilitary Ball to counter the annual Military Ball.

Student Government elections set modern records with 56 percent and 60 percent turnout in 1967 and 1969 respectively. The increased political interest of the IUP student body was indicative of the national attitude which brought the eighteen-year-olds the right to participate in elections. Voter registration drives and "get-out-the-vote" efforts were integrated into campus culture. In 1974 IUP students ran, unsuccessfully, for seats on Indiana Borough Council. Political activism on campus led to student participation in rallies, both local and in Harrisburg, aimed at influencing the public higher education funding crisis and tuition hikes. That activism, encouraged by faculty collective bargaining, as well as serious under-funding, led to efforts by the students to organize the Commonwealth Association of Students (CAS) as a system-wide lobbying force. The most positive outcome of the political activism and increased student involvement, however, was the securing of a student voice on both the local Board of Trustees and on the State Board, and the securing of meaningful student participation in the University Senate.

The spirit of involvement and concerns about society's disadvantaged element led to

an increase in student volunteers. Indeed, the university's quarter-century has been highlighted by IUP student projects on behalf of Big Brothers and Big Sisters of Indiana County, Operation Up-Lift, the Special Olympics, Camp Orenda, and Pittsburgh's Children's Hospital among others. Students have donated their time and money in walks, marathons, blood drives, bounce-a-thons, food collections, and Ugly Man on Campus contests. Hundreds of thousands of dollars, needed supplies, and personal services have been contributed to deserving charities.

Ideas of student rights led to sweeping changes not only in dormitory visitation rights but also to "revolutionary" living accommodations. By 1970 intervisitation rules had become a campus issue and within three years the women of the third and fourth floors of Gordon Hall received permission to have men visit their rooms from noon to 2:00 a.m. on Fridays and Saturdays and from noon to 9:00 p.m. on Sundays. Soon after the expansion of intervisitation rights, demands for less restrictive lifestyles led to housing options based on "expressed lifestyles" from single-sex dormitories, to mixed-sex dormitory floors and wings, and finally to a mixed-sex dormitory by room. Off-campus apartments for upperclass women began with "The Carriage House." Soon self-regulated hours were granted to the upperclass women and a card-key safety system instituted to control late-hour admittance to the dorms.

Dining styles changed. Sit-down family-style meals gave way to cafeteria-style meals; required meals plans connected with dormitory housing gave way to two meal plans, and eventually included "fast-food/snack bar" options and the flexibility to eat within any of the facilities operated by the campus food service; buffet-style salad bars and self-service ice cream and drink machines are now available and regularly scheduled meal times have expanded to an almost completely open meal service.

Change swept the dress code from the campus scene—from the dining rooms, from the classrooms, from the library, from plays, performances, and lectures, and from the downtown streets. Students appeared on campus in various states of dress and undress from the formal to the most casual.

Casual became the hallmark of the campus scene. The early "University Years" introduced

the coffeehouses as part of student entertainment. Coffeehouses, such as "Tradewinds," "Saltmyne," and the "Grotto," with their folk music were established. Indiana became part of the national coffeehouse circuit. The coffeehouse folk music coexisted with rock music into the 1970s when hard rock and heavy metal became more common. For several years—until rising costs, performer supply demands (read drugs), and crowd-control problems necessitated an end—major artist and band concerts were held in Memorial Field House. The 1980s saw a shift to performances by regional and local bands in the expanded student union; recently, however, major name bands have again appeared, now in Fisher Auditorium, where the size of the facility permits a more controlled setting.

The Student Cooperative Association, whose budget came to exceed \$1 million, greatly expanded its sponsorship of student activities. Two major outdoor areas were added to the programing of the Coop: the College Farm, which abutted the College Lodge property and White's Woods, and the Yellow Creek Sailing Base. The College Farm property allowed the development of ecological-related programs and additional sites for camping and recreational activities. The Yellow Creek Sailing Base allowed the development of sailing and related water activities. Because of the limited recreational areas on campus the Student Cooperative Association developed agreements with Indiana Area Parks and Recreation for student use of the Mack Park pool, ice rink, and playing fields.

A second major expansion of the Student Union building, renamed the Hadley Union Building (more popularly known as the HUB) after the longtime dean and vice president of students, provided space for more student services and activities. A large multipurpose room, several meeting rooms, student activity offices, an expanded bookstore, a renovated service desk, and an attached indoor recreation facility (converted from a previous Co-op Bookstore operation), as well as a renovated cafeteria-dining area, has made the HUB a successful student center.

At the Lodge a Ski Hut was built, later replaced by the present, expanded, and more suitably located, facility. An additional ski slope, cross-country trails, and a toboggan run were created for winter activities. The nature trail, which now provides accommodations for



the blind, was improved and a Par Course developed for warmer weather activities.

The Co-op greatly expanded opportunities for students to take advantage of neighboring attractions. Fallingwater, the Pittsburgh Zoo, Kenneywood, Pirate baseball games, and major shopping malls have been among the numerous and varied sponsored trips.

While positive activities have generated excitement on the Indiana campus, some problems have risen as well. During the "University Years" a concentrated effort has been made to bring about effective solutions to these problems which are the echoes of the sixties and seventies increased by the wider and faster-paced social world. These problems include controlled substance and alcohol abuse, fraternity hazing, campus crimes (including date rape and vandalism) and the repercussions of social relations (such as

racial incidents and sexual harassment including those involving alternative lifestyle preferences). These problems are more openly discussed and institutional programs have developed to address them.

Many of the problems have been exacerbated by students' off-campus living accommodations and the extension of legal protection under rubric of civil rights which removed the former "hands-on" intervention of college administrators. Currently outside law enforcement agencies and the court system deal with the problems more often than college officials. The first major "bust" by combined law enforcement agencies involving students occurred in 1974 at the Regency Apartments while the most notorious came with the raids on the "Regency Spring Bash" in 1988. Local published news reports list, on almost a daily basis, students who have been variously charged with legal infractions.

In a more positive vein, the efforts of agencies and organizations such as the Counseling Center; BACCHUS; the Open Door, a campus nonalcoholic nightclub; and REACH have been successful in both intervention and prevention. These new campus and community devices of counseling support are reflective of the evolving campus conditions.

The "University Years" have been a scene of great change. Many fads have come and gone: the "Streakers," both male and female, of 1974, religious fundamentalism, X-rated movies on campus for organizational fund-raising, exorcism, pop cans and snuff, "white ribbon" for decency campaigns, the unwashed "buffalo" generation, IUP image controversies, and inside-out sweatshirts. Unfortunately some earlier traditions have vanished: Swing Out, Winter Commencement, the Boar's Head Feast, the Indian mascot, and the open expanses of campus grass. There remains, however, some items that are distinctively Indiana (from Normal School days to University years): John Sutton Hall, the fall beauty of the changing seasons, the conditions of underfunding, a conscientious staff, the Marching Band, an ambitious administration, the Oak Grove, the serenity of campus on a snowy evening, a committed teaching faculty, and of course, the squirrels.

Indiana University of Pennsylvania has had its commencement.



*Increased enrollments brought delays and frustration at registration time. Although this style of arena registration has been terminated, phone registration, aided by television carrying closed-section lists, has not provided a panacea.*



*Students still find quiet spots to study.  
Fisher Auditorium looms in the back-  
ground.*

*Photo courtesy John Bender*



*The weather that everyone remembers about Indiana.*



*Jimmy Stewart, Indiana born and ISTC Training School educated (at least partially), was awarded an honorary degree during the school's 1975 centennial celebration. Students seek autographs at his reception in the Blue Room.*



*Dr. Robert C. Wilburn projects a serene presence in the midst of the Oak Grove. The sixteenth president (1976-78) to serve Indiana, Dr. Wilburn's personality and his financial background had a calming effect on what had become a hectic campus.*





*The demolition of Thomas Sutton Hall and the John Sutton annexes marked the beginning of the Sutton Hall restoration project.  
Photo courtesy IUP Publications (Wakefield)*

*Spectators lining the route of the Homecoming parade demonstrate their appreciation of another of the outstanding floats.*





*Student volunteers in the "University Years" have given evidence of continued humanitarian concerns within the academic community.*

*Political activism continues down to the present. This 1979 demonstration against nuclear arms came a decade after the turmoil of the late sixties. In 1990 students actively sided with the faculty in their demands for quality in Pennsylvania's public higher education sector.*







*In 1988 students developed a shantytown to express their dismay over the existence of homelessness in the United States.  
Photo courtesy John Bender*

*Remembering the 1930s radio broadcasts from Chapel Hall and seeing the television studios in Davis Hall highlights the major technological advances producing curriculum changes.*







*Computer technology is representative of the "University Years."  
Photo courtesy John Bender*



*The presence of a growing minority population on campus has changed university society.*



*The Equal Opportunity Program began summer programs to aid minority adjustment to university life and studies.*



*Foreign students, in increasing numbers, have experienced the same old weather patterns.*



*Perhaps the most controversial of the recent presidents, John E. Worthen, Indiana's seventeenth (1979-84), left behind a checkered legacy. He imposed a managerial atmosphere within the administration and did not back down from confrontational issues. He appeared, however, to be quite perceptive of the problems and trends surfacing in higher education. He left to accept the presidency of Ball State University in Muncie, Indiana.*



*A major renovation and expansion project increased both the size and the architectural beauty of the Student Union building.  
Photo courtesy Ron Juliette*



*The HUB is far removed from its predecessor in the basement of Sutton Hall.  
Photo courtesy Ron Juliette*





*Stapleton Library is located in the heart of campus. It is attached to Stabley Library to form the Stapleton-Stabley complex. Within Stapleton as tributes to Indiana traditions are lumber from an Oak Grove oak and stained-glass windows from Sutton Dining Room.*

*Photo courtesy Ron Juliette*



*University growth has produced parking problems. The Union parking lot for commuter students is normally fully occupied. The western section of the lot occupies the former Pennsylvania Rail Road's roadbed area. The car has replaced the train as a prime means of coming to campus.*

*Photo courtesy of Ron Juliette*



*Dr. John D. Welty's investiture as president, in November 1985, was attended by his four immediate predecessors. From the left John Welty, John Worthen, Bernard Ganley, who served as acting president following Wilburn's resignation, Robert Wilburn, and William Hassler.*



*A strong base of university development has been a dedicated faculty.*



*The end result, graduation and students filled with a sense of achievement, is what it is all about.*



*Young Normal School ladies attracted to the fire in the original Blue Room of John Sutton Hall. A reflection of calm and serene days.*



## THE CHANGING SCENE

Whether 25 years or 115 years have passed, campus appearances, attitudes, and atmosphere reflect the changing customs, mores, and technologies of society.

In 1875, when ISNS welcomed its first students, farms and small towns characterized American society. The traditional institutions, family and church, shaped a life dominated by the seasons. Most houses had no bathrooms, only basins and tubs indoors and outhouses in the backyards. Wood or coal-burning stoves provided heat and oil lamps or candles the light; pitch-darkness and fatigue restricted nighttime activities, bedtime came at 9:00 or 10:00 p.m. Travel was by horse-drawn conveyances, by train, or by foot. Entertainment was live and in person. Socializing took place at church or the general store or on special occasions such as family reunions, evangelical revivals, political rallies, circuses, and fairs. One-room schoolhouses dominated the educational scene; few students, except those living in urban areas, attended high schools. Both fashions and attitudes had Victorian restraints.

Against this backdrop ISNS's *in loco parentis* regulations established the norms of student life. Curriculum and conduct were restrictive but went unchallenged.

After the turn of the century a more complex society began to emerge affected by industrialization, technological and scientific innovations and mass communication. As decades passed, the automobile brought about road construction and all-weather highways; the one-room school began to pass into history; advertisements in newspapers and magazines raised expectations. Radio became a center of non-live entertainment conveying not

only new musical melodies and tunes with the message of "Hot Lips" and "Burning Kisses," but also commercials that taught how to pursue the opposite sex. Movies became a major portrayer of activities from dancing to romance creating movie vamps like Clara Bow—the "It Girl"—to replace the chaste, modest heroines of a bygone, simpler age, and introducing another path to happiness! The growth of professional sports, and collegiate football, projected sports heroes into the limelight and created new patterns of leisure.

The capstone was the Roaring Twenties, the decade of fads, frivolities, and ballyhoo; dance crazes like the Charleston, aided by airwave music, riveted public attention. A liberating age of play was born with the automobile, providing youth with opportunities to escape watchful adult eyes. Clothes became a means to personal expression and freedom: more casual and gaily colored.

Campus life also became more spirited and colorful. Students were beginning to create their own atmosphere, undampened by the adult sense of propriety.

The Depression and World War II caused a stutter in the upbeat social whirl. America's postwar optimism, however, brought one of its longest, steadiest periods of growth and prosperity. An affluent society was born, symbolized by the growth of suburbs and a decentralization of leisure. The expectation of upward mobility gripped the American soul; fueled largely by the G.I. Bill's living allowances and tuition payments, returning veterans were confident of bettering their lives. For them college was a path to success; those choosing this path caused tremendous expansion.

Higher education guaranteed a better life to all who were willing to study and work hard. Adherence to democratic principles developed more student participation; however, the expectation of security and stability produced a humane and respectful politeness. The road to comfortability was conformity.

Student life was a serious business. Overachieving, produced by sturdy competition, was the norm, and so was consensus. The majority of students expected to be a part of the middle class and live in the suburbs.

There was however, an underside to American society. Not all Americans experienced equal participation. A society had developed that stressed elements of specialization, professional training, higher education, and strength through association. Women were just beginning to make some modest gain in their struggle for participation in American public life. The handicapped suffered in silence, if they were not locked away, and black Americans, even the educated, were relegated to the lower levels of society. The rural and inner-city poor were largely ignored in their poverty pockets. The reality filtered into the campus consciousness.

In the mid 1960s and early 1970s many on campus were beginning to resist the pressures of upward mobility and to condemn racism, poverty amid plenty, and the threatened nuclear holocaust; they began to call for a revitalization of democracy. Many were not in college by choice but by their parents' demands. The rise of a youth subculture which beat with the hard energy of rock 'n' roll un-

leashed public passions. The medium was the message and television with its news and commercials was most prevalent. It was a jarring era: Elvis Presley, the Beatles, Bob Dylan, Jimi Hendrix, and Woodstock; long hair, love beads, the unwashed, and patched jeans; drugs, hippies, and flower children; and a new sexuality. In the midst of consumerism, with frisbees, shopping malls, and cassettes, was a rejection of the affluent society and a revolt against materialism. The younger generation attacked the smug, righteous self-congratulation of the older—those over 30—generation. Anti-establishment thinking was common.

The frenzied period dissipated, even on campus, transformed by the growth of the "Me Generation," the cult of Narcissism, and an apathetic youth disillusioned by Watergate. A new emphasis of self-expression and personal improvement emerged: an age of jogging shoes and suits, health foods, and pumping iron; of spiritual revival with "born again" Christianity and evangelical sects. Private passions overthrew public passions as the dominate themes became "You only go 'round once in life and you've got to grab for all the gusto you can get." In the cultural malaise the students once again aspired to join the system; as many saw college as the first step on the scramble up the corporate ladder, vocational training became the demand. Materialism reappeared in campus rooms: microwave ovens, video cassette recorders, compact disc players, and home computers were in vogue.

Indiana's 115 years has been an exciting kaleidoscope of change.

*The Indiana Mandolin and Guitar Club, 1903. Stately and dignified students seemed to be well-trained gentlemen.*





*The seniors cross Two Lick Creek on their way to a day outing at Idlewood. This event was of a simpler age.*



*New, upright Underwood typewriters grace the corner of Sutton Hall's Typewriting Room circa 1905. The modern technology of the twentieth century's beginnings beckoned the ISNS students.*



*In the early 1900s the bookstore in Sutton Hall looked rather bare. For students it was a less materialistic age.*





*A puckish group, "The Gang," poses on the main steps of Sutton Hall. Students once wore uniforms to classes and wore ties and coats to football games.*

*Cheer! Cheer! Early Indiana cheerleaders ready to send their team into the fray. Well-dressed even for that activity.*





*Normal School students arriving by train at Campus Landing, just in front of where Esch and Wallace Halls now stand.*



*Formal dining in Thomas Sutton Hall: elegance and decorum, grace and manners.*



*One of the favorite celebrations at the Normal School—Halloween.*



*Ladies all. The staff of the Instano, the 1928 yearbook, appear to take life rather seriously; after all it was the first "college" effort.*



*Students, in their 1930s Sunday best, take part in May Day activities on the old Sports Field beside Waller Gymnasium.*



*The well-appointed central corridor of the third floor of Thomas Sutton Hall, the home of the Music Conservatory. The opening allowed light to enter from a skylight. There were no labor and industry standards to take the grace out of institutional architecture.*





*Packages of food from home were always a treat to be shared with one's floor mates.*



*Campus in the late thirties was alive with construction. East Campus is being encroached upon with the building of Keith Laboratory and Demonstration School.*



*Student rooms had become a little less formal by 1939. So had the wall decorations.*



*The war years reduced the size of the band as well as the student body.*



*The Men's Glee Club make another successful entrance with the boar's head. The spectators, still bound by dress code, await the annual Christmas dinner.*





*The life of the freshman was different and difficult during the two weeks of customs.*



*The indoor pool in Waller allowed some new type of physical culture classes.*





*Moving-in Day. Cars were becoming a more popular means of arriving on campus.*



*Cars were also useful as props for posing for yearbook pictures. The ladies seem a little less sober.*



*The time, the money, and the efforts that built the Homecoming parade floats were impressive.*



*In the late fifties saddle shoes were in, but informal attire was still not the order of the day.*



*The "Corner Store" underwent numerous management changes. In the sixties it was "Lefty's"; currently it is the "Pizza House."*

*President Hassler enjoys one of the duties of the presidency. The traditional crowning of the Homecoming queen was one of those. It preserved some of the more gentle times until a male was elected Homecoming queen!*







*The cheerleading squad of 1978 seems far removed from some of their predecessors.*



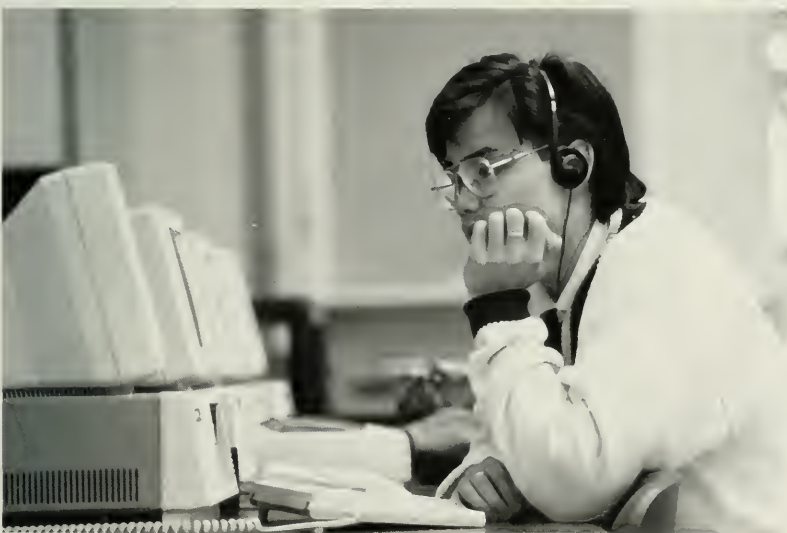
*Spring blossoms at the Tri-Dorms. Hope Stewart, Indiana's first dean of women, for whom the hall was named, would have been aghast.*

*The "Ultimate Frisbee Team" presents a strong contrast to the Mandolin and Guitar Club seventy years previous.*





*A "bust" at the Regency Block Party. College life has become a different environment.  
Photo courtesy Joe Wojcik*



*Computers and word-processing: modern technology has come a long way in replacing the old, upright typewriter.  
Photo courtesy John Bender*





*It seems a different age.  
Photo courtesy Joe Wojcik*

*Modern Technologies and  
different leisure time  
activities have changed  
the way that campus  
pools are used.*



*The modern bookstore is  
less bare.*





*There is a different attire for spectators at sporting events in the nineties.  
Photo courtesy Ron Juliette*



*The informality and the choices of food are quite different from Sutton Dining Hall.  
Photo courtesy of Ron Juliette*



*"Transition" has many meanings to many people. It does bring a different look to campus.  
Photo courtesy John Bender*



*The squirrels in the Oak Grove and the North Steps of Sutton Hall. Some things remain the same.*



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# I N D E X

- A**  
A Cappella Choir, 88  
Abreu, Emilio, 105  
Academic Affairs, 146  
Ackerman, Jeannie M., 42  
Ackerman Hall, 60  
Act 430, 11  
Administration and Leadership Program, 145  
Administrative Council, 138  
Affirmative Action, 148  
Affirmative Action Program, 148  
Agriculture, School of, 11  
Ain Shams University, 152  
Albion High School, 137  
Alexick, John, 115  
Allegheny College, 137  
Alpha Phi Gamma, 89  
Altoona, 46  
Alumni, 20, 40, 119-120, 124, 153  
Alumni Association, 27, 120  
Alumni Center, 124, 153  
American Federation of State, County, and Municipal Employees (AFSCME), 151  
American Language Institute, 145  
Ament, James E., 7, 43-46, 48, 71  
Ambulatory, 64, 71  
Art, Department of, 11, 133  
Art Club, 88  
Arts and Sciences, School of, 11, 149  
"Association of Ladies and Gentlemen," 20  
Association of Pennsylvania State College and University Faculty (APSCUF), 150, 152  
Athletic Field, 29-30  
Atlantic City, N.J., 105, 114, 117  
"Aunt Jane," 35-36, 38-39, 41. *See also* Leonard, Jane E.
- B**  
Babiak, Bob, 105  
Baby Day, 86  
BACCHUS, 157  
Ball State University, 165  
*Baltimore Sun*, 83  
Barclay's, 92, 122, 155  
Baseball, 103, 105  
Basketball  
    men's, 104-105, 109, 153  
    women's, 103-105, 106, 111, 113, 153  
Beatles, The, 170  
Benjamin Mays Academy of Scholars, 152  
Bennett Elementary School, 137  
Berlin, A. H., 22  
Bermuda Shorts, 122  
Bicycle Club, 94  
Big Brothers and Big Sisters of Indiana County, 156  
"Big Indian," 132  
Birkman, R. M., 12  
Black American Literature, 148  
"Black Weekend," 148  
Blairsville, 58  
Bloomsburg Normal School, 12, 29  
Bloomsburg State College, 152  
Blue Ball, 35  
Blue Hens, 114  
Blue Room, 15, 65, 67-68, 80, 168  
BMO, 89  
"Boar's Head Carol," 122  
Boar's Head Feast, 124, 157  
Board of Directors, The Foundation for IUP, 121  
Board of Examiners, 21  
Board of Presidents, 120  
Board of Trustees, 12, 44, 65, 85-86, 90, 119, 147, 151, 155  
Board of Recognition, 13  
Boardwalk Bowl, 105, 114, 117  
Bodine, Aubry, 83  
Bolar, A. J., 21, 44  
Bon Fires, 103, 141  
Bond, Julian, 155  
Book Room, 22  
Bookstore, 70, 122, 127, 171, 184  
Borland, Clair, 115  
Boston University, 137  
Bow, Clara, 169  
Boxing, 104  
Boy's Dormitory, 18, 22, 28-29, 33, 44-45, 64  
Bradley, Mary, 22, 44  
Braillier, John, 103  
Brave Field, 87, 104  
Breedale, 8, 124, 153  
Bright, L. J., 148  
Bryan, William J., 77  
Buchanan, William G., 11, 13  
Buchholz, Theodore B., 52  
Buffalo, Rochester and Pittsburgh Railway, 36  
Building, The, 63. *See also* John Sutton Hall and Main Building  
"Burning Kisses," 169  
"Bush Patrol," 87  
Business Administration, School of, 11  
Business, College of, 154  
Business, School of, 148  
Business Affairs, 147  
Business Education Department, 11, 86  
Byrd, Admiral Richard E., 98
- C**  
Cadet Nursing program, 86  
Caldwell, J. A., 20  
California, 152  
California Normal School, 12, 44  
Camp Orenda, 156  
Camp Rest-a-while, 46  
Campus Landing, 53, 58-59, 173  
CARE packages, 123  
Carnegie Institute of Technology, 137  
Carriage House, The, 156  
Carroll, R. A., 103  
Center for Community Affairs, 145, 152  
Center for Vocational Personnel Preparation, 145  
Chamber Quartet, 88  
Chapel, 21, 46, 50, 66, 123  
Chapel Hall, 15, 22, 82, 97, 162  
Chapman, T. J., 21  
Charleston, The, 46, 169  
Chase Manhattan Bank, 151  
Chemistry and Physics, School of, 11  
Child Development and Family Relations Program, 149  
Children's Hospital, 156  
Chinese National Team, 103  
Chorus, 87  
Christmas Dinner, 122, 124, 176  
Christy, 79  
Cignetti, Frank, 116  
Civil Right Marches, 123  
Classical County, 19  
Clarence Cottage, 56  
Clark, Silas M., 12, 15  
Clark Hall, 22, 28, 33, 49, 54, 64, 124  
Class Spirit Day, 46  
Clearfield County, 35, 38  
Clements, Alice, 89  
Coca-Cola Bottling Company, 120  
Cogeneration Plant, 153  
Cogswell Hall, 154  
Coffeehouses, 156  
College Farm, 156  
College Lodge, The, 87-88, 95, 96, 121, 156  
College Preparatory Course, 43-44, 55  
College Student Union Association, 120, 127  
Collier, Hiram, 21  
Color Day, 47  
Color Rush, 46-47  
Colorado, 27  
Colorado Normal School at Greeley, 26  
Columbia University, 147  
Columbia University Teachers College, 53  
Commercial College Course, 19  
Committee on Athletic and Entertainment, 30  
Committee to Save John Sutton Hall, 64-65  
Commonwealth Association of Students (CAS), 155  
Commonwealth University, 152  
Commonwealth University Act, 152  
Community Colleges, 149  
Conestoga House, 121  
Conference on "Equalizing Educational Opportunity for Disadvantaged Students in Higher Education," 148  
Consumer Services, Department of, 149  
Continuing Education, School of, 149  
Convention Hall, 117  
Convocation, 123  
Counseling Center, 157  
Criminology, Department of, 145, 149  
Corner Dairy, 155  
Corner Store, 180  
Cross-country  
    men's, 103, 104  
    women's, 104  
Cuwensville, 36  
Customs Tribunal, 91
- D**  
Dairy Deil, 87, 125  
Davis, Charles, 122  
Davis Hall, 154, 162  
Deacon, Dan, 105  
Deane, Charles W., 20, 27  
Decoration Day, 46  
Delaware, University of, 105, 114, 117  
"Dell, The," 92  
Delta Sigma Chi, 118  
Dental Hygiene Program, 120  
Department of Education (Pa.), 139, 150-152  
Department of Labor (Pa.), 65  
Developmental Affairs, 147  
Diamond Anniversary, 123  
Dining Hall, 45  
Dining Room, 22, 32, 67, 71, 75, 77, 87  
Domestic Science, 57  
Donnelly, Tammy, 105  
Dress Code, 122  
Drexel University, 152  
Drum, James W., 12, 63  
Duke University, 152  
Duquesne Gardens, 103  
Durling, Leonard H., 22, 26  
Dylan, Bob, 160
- E**  
Earle, George K., 85-86, 90  
East Campus, 45-46, 48, 54, 175  
East Lawn, 51, 74  
East Parlor, 65  
East Walk, 51, 61  
*Ecole Normale*, 19  
Edinboro Normal School, 12  
Education, School of, 11, 119-120, 149

Educational Psychology, Department of, 145  
 Edwin Robinson Poetry Club, 88  
 Egypt, 152  
 Eicher Building, 153  
 Electric clock, 45  
 Elementary Course, 19  
 Elementary Education, 119, 145  
 Eleventh Street, 54  
 Elkin Hall, 149  
 Elkin Estate, 124  
 Elliot, John, 105  
 Engineering, School of, 11  
 English Department, 120, 145  
 Enslay, Robert, 122  
 "Emphasis: Our African Heritage," 148  
 Equal Opportunity Program (EOP), 148, 164  
 Equestrian Club, 94  
 Erie County, 137  
 Erie County Schools, 137  
 Erodelphian Hall, 25  
 Erodelphian Society, 22, 25  
 Esch Hall, 173  
 European Enlightenment, 19

**F**  
 Faculty, 12-13, 21-22, 34, 38, 44, 47, 63, 69, 85-87, 96, 119-120, 139, 145, 147, 161  
 Faculty Meetings, 139  
 Faculty Senate, 139  
 Fairfield, Edmund B., 12-13, 16, 20-21, 23, 44  
 Fairfield Literary Society, 25  
 Fallingwater, 157  
 Fausold, Samuel, 85, 90, 95  
 Federal Act 101, 148  
 Fencing, 105  
 Field hockey, 105  
 Finance, Department of, 149  
 Fine Arts, School of, 11  
 Finegan, Thomas E., 44  
 Fire escapes, 73, 76  
 First National Bank, 10  
 Fisher Auditorium, 30, 90, 143, 156, 158  
 Fisher, John S., 36, 41, 53  
 "Fisher Special," 53  
 Five-year-plan, 153  
 Flagstone Theater, 120, 142  
 Florida, 138  
 Food Science Management Program, 149  
 Football, 103-104, 113, 153  
 49ers, 88  
 Foster, Charles R., 85-86, 90  
 Foundation for Indiana University of  
 Pennsylvania, The, 65, 121, 142, 153  
 "Fountain, The," 60  
 Free Baptist College, 16  
 "Free University," 148  
 French, John H., 26  
 French Bicentennial, 144  
 French Revolution, 19  
 Freshman Customs, 86, 122  
 Freshman Information Booklet, 122  
 Freshman Prom, 88, 93

**G**  
 Gamma Rho Tau, 89  
 "Gang, The," 172  
 Ganley, Bernard J., 14, 115, 147, 166  
 Geig's Jazz Band, 46  
 General Education, 154  
 Geography Majors Club, 88  
 GI Bill, 89, 119, 169  
 Gibson, J. T., 12  
 Glamour Day, 86

Golf, 103-104, 115  
 "Good Colleges That Cost Less," 151  
 Goodlin, Michelle, 105  
 Gordon, McClellan, 40, 44, 57  
 Gordon Hall, 156  
 Gorell Recital Hall, 15, 65-66, 82, 152  
 Graduate Scholar Program, 154  
 Graduate School, 11, 119-120, 145  
 Graduation, 60, 135, 167  
 Graduation Orchestra, 135  
 Grand Staircase, 71  
 Grant House, 121  
 Grant Street, 54, 104, 122, 132  
 Great Depression, 85-86, 90, 104, 169  
 Greek, 21  
 Greek Steps, 45, 48, 101  
 Greensburg, 97  
 Gregory, Dick, 155  
 "Grotto," 156  
 Grovology, 45, 87  
 Grovologists, 45  
 "Gymnasium," 27, 106  
 Gymnastics, 103, 105, 117, 153

**H**  
 Hadley, S. Trevor, 156  
 Hadley Union Building (HUB), 156, 165  
 Hallowe'en, 46, 173  
 Happy House, 46  
 Hardy, Mildred, 84  
 Harrisburg, 53, 90, 152, 155  
 Harvard University, 137  
 Hassler, William W., 14, 64, 66, 147, 150, 180  
 Hay Ride, 31  
 Hauxhurst's, 47  
 Hendrix, Jimi, 160  
 Hess's Restaurant, 155  
 Hillsdale College, 16  
 History of Black America, 148  
*History of Indiana County*, 20  
 Home Economics Club, 88  
 Home Economics, Department of, 11  
 Home Economics, School of, 11  
 Homecoming, 87, 89, 122-23, 160, 179-80  
 Honor Roll, 101  
 "Hot Lips," 169  
 "Hot Seat," 121  
 House Bill 1023, 11  
 Hrip, Rich, 105, 115  
 Humanities and Social Science, School of, 148  
 Huyghenian Society, 22

**I**  
 Idlewood Park, 46  
 Illinois Normal School, 53  
*In Loco Parentis*, 47, 148, 169  
 India, 152  
 Indian Haven, 153  
 Indian Mascot, 87, 104, 157  
 Indiana Area Parks and Recreation, 156  
 Indiana Barber Shop Association, 139  
 Indiana Borough Council, 155  
*Indiana Bulletin*, 14, 146  
 Indiana Chamber of Commerce, 139  
 Indiana County Democratic Women Voters  
 League, 36  
 Indiana County Ladies Democratic  
 Committee, 36  
 Indiana Courthouse, 41  
*Indiana Democrat*, 12  
 Indiana Fairground Association, 106  
 Indiana Fairgrounds, 22  
 Indiana Madolin and Guitar Club, 170, 182  
*Indiana Penn*, 100, 128. *See also Penn*, *The*  
 Indiana Pool Desegregation, 155

*Indiana Progress*, 12, 63  
 "Indians", 87, 104  
 Infirmary, 72  
 Ingleside, 36  
 International House, 149  
 International Student Exchange Program, 152  
 International Studies, Department of, 149  
*Instano*, 174  
 Institute for Research and Community  
 Service, 145  
 Intermediate Education Club, 88  
 ISNS Jazz Orchestra, 46  
 "It Girl," 169  
 "It's Laughter We're After," 122  
 Italy, 137, 143  
 'IUP' logo, 153  
 IUP-APSCUF, 151-153  
 IUP-APSCUF Representative Council, 150  
 IUP Alumni Center, 124  
 I-Uppers, 15

**J**  
 Jamaica Shorts, 122  
 Jeannette, 103  
 Jefferson Medical School, 152  
 "Joe Deeds," 87, 92, 122  
 John XXIII, Pope, 143  
 John Sutton Hall, 8, 15, 22, 36, 40-41, 45, 47, 51, 53, 54, 63, 83, 89, 97, 126, 146, 151-152, 157, 160, 165, 168, 171-172, 186. *See also* Main Building and Building, The  
 "John Sutton Hall - A Victorian Restoration," 65, 80, 88  
 Johnson, Rose, 105  
 Johnstown, 103  
 Johnstown Flood, 27  
 Journalism, Department of, 149  
 Junior Chamber of Commerce, 97  
 Junior Dance, 46  
 Junior High Club, 88  
 Junior Prom, 88  
 Junior Sleigh Ride, 46

**K**  
 Kalamazoo Normal, 103  
 Kalamazzo Game, 105, 114  
 Kappa Delta Pi, 89  
 Keith, John A.H., 7, 44-45, 53, 86  
 Keith Laboratory and Demonstration School, 90, 175  
 Kendig, Dan, 117  
 Kennywood, 156  
 Kershaw, Ada, 21-22  
 Keystone University Bill, 152  
 Kindergarten, 20  
 King, LeRoy A., 86, 98  
 King, Norman, 112, 115  
 King's Daughters, 22  
 Kiplinger's *Changing Times*, 151  
 Kitchen gardening, 57  
 Kittanning, 121  
 Kiski Prep, 107  
 Klausling, Charles, 117  
 Korean veterans, 121  
 Kutztown Normal School, 12

**L**  
 Labor Relations, Department of, 149  
 Lambert Bowl, 105  
 Landmarks Planning, Inc. 64  
 Latin, 21  
 Latrobe, 103  
 "Leadership Crisis Resolution," 150  
 Learning Assistance Center, 153  
 Lechtenberger, John H., 12



Lefty Raymond's, 122, 155, 180  
 Leonard House, 38  
 Leonard, Jane E., 7, 12, 17, 22, 34-41, 44, 63. *See also* "Aunt Jane"  
 Leonard Literary Society, 87  
 Leonard Run, 38  
 Leonard School, 35, 38  
 Leonard Station, 38  
 Leonard Recitation Hall (also Leonard Hall), 22, 29, 32, 33, 44-45, 54, 64, 124  
 Liberal Arts, School of, 119-120  
 Librari, 70, 97, 120, 139, 151  
 Library Science, School of, 11  
 Liberal Studies, 145, 154  
 "Lights Out," 122  
 Lincoln Day, 46  
 Lincoln University, 147  
 Little Corner Store, 47  
 "Little Squaw," 132  
 Lock Haven Normal School, 12  
 Lovers Lane, 45, 51  
 Lutheran Club, 89  
 Lucy's, 155  
 Lyric Choir, 88

**M**  
 Mack Foundation, 120  
 Mack Park Pool, 156  
 McCormick, Diana, 105  
 McCormick, James, 152  
 McCoy, Larry, 105, 116  
 McCreery, Samuel, 12  
 McElhanev, J., 49  
 McElhanev Hall, 60, 95  
 Madrigal Club, 46  
 Main Building, 15, 20, 22, 25, 28, 31, 34, 63, 106. *See also* John Sutton Hall and Building, The  
 Mansfield Normal School, 12, 44  
 Mansfield State teachers College, 137  
 Manual Training Course, 19, 24  
 Maple Street, 104, 154  
 Marching Band, 46, 55, 87, 144, 157, 176  
 Margolin, Diana, 105  
 Martin, Dan, 102  
 Massachusetts, 19  
 Master of education in elementary education, 120  
 Master of science in education, 120  
 Mathematics and Natural Science, School of, 148  
 Mathematics Club, 88  
 Maudie, David, 105  
 May Day, 174  
 Maypole Dance, 46  
 "Me Generation," 160  
 Mecca, 34  
 Mediterranean Theater, 137  
 Mellowmen, 135  
 Memorial Field, 90, 104, 108, 127  
 Memorial Field House, 105, 109, 110, 156  
 Men's Glee Club, 87-88, 122, 176  
 Methodist Club, 89  
 Methodist Episcopal Church, 36-37  
 Michigan, 16  
 Mid Atlantic Addiction Training Institute, 145-146  
 Middle Atlantic Championships, 103  
 Middle State Accreditation, 11, 12, 154  
 Middle State Association of Colleges and Secondary Schools, 11-12  
 "Middlers," 54  
 Military Ball, 155  
 Military Dance, 46  
 Miller, George P., 113  
 Miller Stadium, 104, 110  
 Millersville Normal School, 12, 35

Mineral Industries, School of, 11  
 Mixed Chorus, 88  
 Model School, 12, 20, 22, 28-29, 44-45, 64-65. *See also* Training School  
 "Most Athletic Girl of 1927," 84  
 Mother Goose Club, 88  
 "Moving-in Day," 178  
 Mt. Pleasant, Frank, 103  
 Muncie, Indiana, 165  
 Music Conservatory, 32, 43, 46, 56, 75, 174  
 Music, Department of, 11

**N**  
 NAIA, 105, 115  
 National Football League, 114  
 National Guard, 31  
 National Normal School Championship, 114  
 National Park Seminary, 46  
 National Register of Historical Places, 64-65  
 National Student Exchange Program, 152  
 National Youth Administration, 85  
 NCAA Division II, 105, 117  
 Nebraska, University of, 16  
 Neral, Jeff, 105  
 New Deal, 85  
 New York State, 152  
 Newman Club, 89  
 Ninth Normal School District, 12-13  
 NIT, 105  
 Normal, Illinois, 53  
 Normal Christian Association, 22  
 Normal School Act of 1857, 12, 19  
 Normal School Association, 12  
 Normal School Board, 12, 15-16  
 "Normal Student's Home," 47  
 Normalites, 36, 46  
 North Annex, 45, 64, 77, 96  
 North Steps, 74, 186  
 North Walk, 45, 53-54, 87  
 Northern Illinois Normal School, 53  
 Nursing, School of, 11

**O**  
 "Oak, The," 48  
 Oak Grove, 45, 47, 60, 87, 134, 155, 157, 159, 166, 186  
 Oak, The, 48, 128, 137  
 Oakland Avenue, 142  
 October Outing, 46  
 Office Administration Program, 149  
 Oklahoma, 46  
 Old North Grove, 45  
 Old North Walk, 45  
 Olympic Games, 105, 116  
 Omega Chi, 46  
 Open Door, 157  
 "Open Door Policy," 138  
 Operation Up-Lift, 156  
 Orchestra, 88  
 Orthodox Club, 89  
 Oshkosh, Wisconsin, 53

**P**  
 P.R.R. Christmas Vacation Special, 58-59  
*Pajama Game*, 131  
 Pan-Hellenic Dance, 46, 88  
 Paris, 19  
 Paraguay, 105  
 Patterson, Walt, 115  
 Peace Corps, 123  
 Pattison, Governor, 27  
 Patton's, 47  
 Peace Vigils, 148  
 Pechan, Albert R., 11, 13, 138-139

Pen and Scroll Club, 88  
 Penn Relays, 103, 115  
*Penn. The*, 100, 121, 122  
 Pennsylvania  
   commonwealth of, 145, 149  
   state of, 44  
 Pennsylvania Center for the Study of Labor Relations, 146  
 Pennsylvania Commonwealth University Act, 152  
 Pennsylvania Conference (PC), 105, 108, 116  
 Pennsylvania Consultation Program of OSHA, 146  
 Pennsylvania Department of Education, 139, 150-152  
 Pennsylvania Department of Labor and Industry, 65  
 Pennsylvania General Assembly, 12  
 Pennsylvania Rail Road, 29, 166  
 Pennsylvania State College, 85, 89, 138; Department of Education, 138  
 Pennsylvania State College and University System, 149-50  
 Pennsylvania State Teachers College Athletic Conference (PSTCAC), 104-105  
 Pennsylvania State University, 147  
 Pennsylvania, University of, 98  
 Phi Alpha Dinner-Dance, 46  
 Phi Kappa Phi, 46  
 Phi Kappa Sigma, 46  
 Phi Mu, 128  
 Philadelphia, 153  
 Physical Fitness Preparedness Course, 86  
 Physical Laboratory, 23  
 Pierce Hall, 148  
 Pittsburgh, 137, 144  
 Pittsburgh Children's Hospital, 156  
 Pittsburgh Curbstone Coaches, 137  
 Pittsburgh Union Station, 47  
 Pittsburgh, University of, 137, 147, Elementary Education and Administration Department, 137  
 Pittsburgh Zoo, 157  
 Pizza House, 180  
 Pizza Shops, 122  
 Pole Vaulting, 107  
 "Policy Statement and Rules to Govern Rallies, Picketing, and Other Mass Demonstrations," 147  
 Pratt Hall, 143  
 Pratt, Willis E., 8, 11-14, 119-123, 127, 137-143, 146-147, 150  
 Preflight Training Course, 86  
 Preparatory Department, 20  
 Presbyterian Club, 89  
 Presbyterianism, 21  
 President's Apartment, 82  
 Presley, Elvis, 170  
 Prigrrnd Club, 88  
 Principal Assessment Center, 146  
 Private dormitories, 119, 139, 142  
 Program for Scholars, 152  
 Psychology Center, 145  
 Psychology, Department of, 145  
 Public School Nursing Program, 120  
 Power Plant, 51, 54  
 Punxsutawney, 121  
 Punxsutawney School Board, 121

**Q**  
 Quiet Hours, 87

**R**  
 R & P Properties, 153  
 Reading Center, 145  
 REACH, 157

Recreation Hall, 45, 64, 67, 71, 79–81, 87–88, 130  
 Recreation Hour, 122  
 Red Cross, 89  
 Refractory, 63  
 Regency Apartments, 157  
 Regency Block Party, 182  
 "Regency Spring Bash," 157  
 Registration, 157  
 Reserve Officer Training Corps (R.O.T.C.), 121, 125, 139, 147–148, 151, 155  
 Risher, Miss, 133  
 Ritz Theater, 87  
 Roaring Twenties, 47, 169  
 Robertshaw plant, 153  
 Rooney, Art, 103  
 Rooney Hall, 154  
 Roosevelt, Franklin D., 85  
 Ruhe Station, 50

**S**  
 Safety Science, Department of, 149  
 "Saltmyre," 156  
 Sansom, James P., 12  
 Scholarships, 120  
 Schuster, William, 85  
 Science Club, 88  
 Scientific Course, 19  
 Sci-Hi Club, 88  
 Scranton, Williams, Governor, 11, 13, 143  
 Secondary Education, 119  
 Secondary Education Club, 88  
 Senate Bill No. 1, 11  
 Senior Day, 46  
 Senior Day Off, 46  
 Senior Outing, 46  
 Senior Prom, 46, 88  
 Senior Sleigh Ride, 46  
 Senior Trip, 46  
 Senseng, David M., 26  
 Shakespeare Garden, 120  
 Shapp, Milton L., 150  
 Sharkey's, 47, 87, 92  
 Shaver Spring, 46  
 Sheetz's, 155  
 Shippensburg Normal School, 12  
 Shoemaker, J. W., 21  
 Sigma Tau Gamma, 89  
 Silver Anniversary, 14–15, 145  
 60 by 60 Library Project, 120  
 Ski Hut, 156  
 Slippery Rock State College, 150  
 Small Business Center, 153  
 Small Business Incubator, 145, 153  
 Smith, Dave, 114  
 Smoking Room, 72  
 Snake Dance, 46, 103  
 Snyder, Z. X., 27  
 Soccer, 104  
 Social Science Club, 88  
 Social Science Department, 86, 120  
 Social Work Program, 149  
 Society Rooms, 22  
 Softball, 105  
*Sophist*, 52  
 Southeast Asia, 147  
 Southwestern Pennsylvania Energy Center, 146  
 Spanish-American War, 31  
 Special Collection Room, 36  
 Special Olympics, 156  
 Speech and Hearing Clinic, 145  
 Spiritual Enrichment Week, 123  
 Sportscasters, 113  
 Sports Field, 54, 103–104, 107, 114, 174  
 Sproul, William C., 44  
 Sprowls Hall, 154

SSHE Bill, 152  
 Stabley Library, 166  
 Stapleton Library, 36, 152, 166  
 Stapleton-Stabley Library, 30, 32  
 State Attorney General, 85  
 State Council of Education, 45  
 State Council of Higher Education, 11  
 State System of Higher Education (SSHE), 152–154  
 Stewart, Hope, 36, 40, 44, 47, 182  
 Stewart, Jimmy, 157  
 "Streakers," 157  
 Stright, I. Leonard, 150  
 String Quartet, 88  
 Student Affairs, 147  
 Student Cooperative Association, 87, 138–129, 156  
 Student Cooperative Association, Inc., 120  
 Student Council, 87, 120–122, 138  
 Student Defense Counsel, 148  
 Student Government, 155  
 Student Government Association, 120, 122, 150  
 Student Union, 126–127, 139  
 Student Union Building, 120, 122, 126–128, 130, 141, 156, 165  
 Student Union Snackbar, 122  
 Student Volunteer Movement, 22  
 Study Hall, 22  
 Summer School, 153  
 Sunday dinners, 133  
 Sutton Annex, 75, 160  
 Sutton Bell Tower, 78  
 Sutton, John, 10, 12  
 Sutton, Thomas, 15  
 Swimming  
   men's, 104, 113  
   women's, 104  
 Swing Out, 46, 54, 122, 131, 157  
 Swing Out Queen, 91  
 Swing Out Week, 91  
 Symphonic Choir, 88  
 Syntron Foundation, 120

**T**  
 "Task Force on Recruitment of Minority Faculty and Staff," 152  
 Temperance Union, 21  
 Tennis  
   men's, 104–105  
   women's, 104–105  
 Tennis courts, 47, 105  
 Temple University, 147  
 Tenth Street, 36  
 Thomas Sutton Dining Hall, 86, 166, 185  
 Thomas Sutton Hall, 29, 32, 44, 54, 56, 64–65, 71, 75, 122, 160, 173–174  
 Thornburg, Richard, 152  
 Three Rivers Stadium, 144  
 Title IX, 111  
 Tower, The, 75  
 Track and Field, 103, 105, 116  
 "Tradewinds," 156  
 Training School, 43, 53, 96, 157. *See also* Model School  
 "Transition," 185  
 Tri-Dorms, 104, 108, 127, 182  
 "Twenty-five years as a University," 14  
 Twenty-seventh Congressional District, 36  
 Two Lick Creek, 49, 170  
 Typewriting Room, 171

**U**  
 Ugly Man on Campus, 156  
 Uhler, Joseph M., 98  
 Ultimate Frisbee Team, 182  
 Uni-Mart, 155

"University Bill," 139  
 University Foundation, 65, 121, 142, 153.  
   Board of Directors, 65, 121  
 University of California, Berkeley, 147  
 University of Poona, 152  
 University Governance, 147–148  
 University Museum, 65, 152  
 University School, 20  
 University Senate, 138, 147–148, 153, 155.  
   *Rules and Regulations*, 148  
 University Services, 147  
 UnMilitary Ball, 155  
 US Army, 137  
 USA Olympic Team, 105, 116

**V**  
 Veranda, 73  
 Vesper Choir, 87  
 Vesper Services, 123  
 Vietnam War, 121  
 Vocal and Instrumental Music, 19  
 Vocational flight-training program, 86  
 Volleyball, 105  
 Voris, Haigh, and Gregg Construction Company, 12

**W**  
 Wallace Hall, 173  
 Waller, David J., 27–30, 35, 43–45, 103–104  
 Waller Gymnasium, 87, 103, 109, 174, 177  
 Waller Hall, 30, 153  
 Washington, D.C., 46, 49  
 Washington's Birthday, 46  
 Wayne Avenue, 154  
 Welty, John D., 6, 14, 116, 147, 153–154, 166  
 West Chester Normal School, 12, 44  
 West Chester University, 116  
 West Indiana, 12  
 Western Pennsylvania State University, 11  
 Westinghouse High School, 137  
 Westminster College, 105  
*What Can a Woman Do?*, 36  
 White, Harry, 12  
 White's Woods, 156  
 Whitmyre Hall, 120, 122  
 Whitmyre, Walt, 115  
 WHJB, 97  
 Wickersham, James P., 13, 35  
 Wilburn, Robert C., 14, 147, 151–153, 159, 166  
 William Penn congregation, 36  
 Wilson, Andrew W., 12, 15  
 Wilson Hall, 22, 28, 53–54, 64, 97  
 Winter Commencement, 157  
 Wood, Edwin K., 103  
 Wooding, Jim, 105, 116  
 Woodrow Wilson Foundation Fund, 36  
 Woodstock, 160  
 Works Progress Administration, 85  
 World Student Service Fund, 123  
 World War I, 169  
 World War II, 85–86, 89, 98, 121, 123, 137, 143  
 Worthen, John E., 147, 152–153, 165–166  
 Wrestling, 104–105, 116  
 Wyoming Hall, 121, 142  
 Yellow Creek Sailing Base, 156  
 Y.M.C.A., 22, 36, 89  
 Y.M.C.A. Strawberry Festival, 51  
 Young, Joseph H., 21  
 Young Ladies Reception, 46  
 Young Men's Reception, 46  
 Y.W.C.A., 22, 89

**Z**  
 Zink Hall, 105

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